

Little Angels Nursery School

Inspection report for early years provision

Unique reference number 300869
Inspection date 23/07/2012
Inspector Tara Street

Setting address 30 Bochum Parkway, Sheffield, South Yorkshire, S8 8JR

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Angels Nursery School is privately owned and managed. It was registered in 1998 and operates from a listed building in the grounds of Mossbrook School, in the Norton area of Sheffield. There are five playrooms, including a self-contained baby unit and children have access to a secure enclosed outdoor play area. A maximum of 62 children aged under eight years may attend the nursery at any one time, all of whom may be in the early years age group. Of these not more than 21 may be under two years of age. The nursery currently takes children from three months to eight years of age. The nursery is open Monday to Friday, all year round excluding a week at Christmas and bank holidays, from 7.30am to 6pm. Children attend for a variety of sessions and the nursery also offers holiday play care during school holidays.

There are currently 39 children on roll who are all aged under eight years and of these 36 are within the early years age group. Of these, 20 are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4 in early years and eight hold a qualification at level 3 in early years. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well in this welcoming and inclusive nursery. All children make good progress in their learning and development. Overall they enjoy a good range of play opportunities, both indoors and outside which generally cover all aspects of learning well. Outcomes for children are good, and children's safety and well-being are given priority. Partnerships with parents and carers are good and overall information is shared effectively. The management and staff team work well together to identify and plan future improvements and are committed to enhancing outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further ways to involve parents and carers as part of the ongoing observation and assessment process and to contribute to their child's learning and development record

- extend the planning and use of the outside environment to offer children more opportunities to do things in different ways and on a different scale than when indoors
- plan and implement a wider range of visitors and activities which enable children to explore the local community and develop their understanding of the world around them.

The effectiveness of leadership and management of the early years provision

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. In addition the well-qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place and staff are vetted for their suitability, protecting children's welfare. Regular and ongoing risk assessments ensure hazards are reduced. Staff follow a clear site security policy to ensure children can play safely and enjoy their time at the nursery.

Staff follow a detailed self-evaluation process and involve parents and carers. This informs the nursery's action plan for improvement and results in ongoing development of provision and outcomes for children. Good monitoring systems are in place for all record keeping systems. Policies and procedures are reviewed and updated accordingly. The manager routinely makes good use of a range of rigorous monitoring activities relating to the provision and outcomes for children. Recommendations made at the last inspection have been fully addressed. Staff promote and support diversity well to help children understand the society they live in. Overall, resources are good, fit for purpose and support children in their development. However, the use and planning of the outside environment to offer children more opportunities to do things in different ways and on a different scale than when indoors are less well developed.

Children benefit from the good relationships between the nursery staff and their parents and carers. Conversations with parents on a daily basis are complemented by information on notice boards, regular newsletters, progress reports and parents events. In addition parents and carers with children in the baby and toddler rooms also receive daily care sheets. However, there are limited opportunities to involve parents and carers as part of the ongoing observation and assessment process and to contribute to their child's learning and development record. Consequently, opportunities to explore different approaches to supporting children are not always identified. The nursery has good links with other early years providers and schools as they recognise the importance of this in helping children with transition to their Reception Year. Staff are aware of how to support children with special educational needs and/or disabilities, and those who speak English as an additional language. They have robust systems in place to fully support individual children.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development. The key persons have clear knowledge of developmental steps towards the early learning goals and plan a good range of enjoyable experiences for children. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children have lovely warm relationships with the staff and have lots of fun with them. They approach the staff as and when needed, demonstrating that they feel safe.

Children are eager to play and join in with the activities on offer. They excitedly use role play resource to set up a pretend picnic before extending this to include setting up a tent and building a fire. Children are keen to participate in the range of art and craft activities on offer. They confidently select from a wide range of collage materials and happily use sand, textured materials and feathers to make starfish pictures or pirate hats. Staff use effective questioning skills to develop children's vocabulary as they discuss the different materials. Babies and younger children enjoy a game of 'peep-bo', laughing and giggling with the staff. Children are well supported to develop early writing skills, for example, older children eagerly label their own work. Comfortable areas are provided where children can listen to stories or look at books for pleasure and they confidently link sounds to letters. They are capably developing problem-solving, reasoning and numeracy skills. They frequently count during activities and have good opportunities to recognise numbers and learn simple calculation through songs such as 'Five Current Buns'. Children are skilled in using a computer, calculators and a good range of programmable and battery operated resources. As a result children are developing good skills for the future. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a good range of resources gives positive images of themselves or diversity within society. However, local resources, including visitors are not fully utilised to further enhance children's understanding of their community and the locality.

Children follow good hygiene routines. Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before snack. Younger children are supported to follow their own routines for sleeping. Children demonstrate good coordination and spatial awareness. They skilfully manoeuvre wheeled toys around the outdoor play area, balance on climbing equipment and play on see saws, swings and slides. Children confidently help themselves to drinks of water as they recognise that they are thirsty, this also promotes their independence. Meals are cooked from fresh ingredients, and children learn good table manners as they sit together for meals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met