

Angels Daycare

Catholic Church Hall, Exeter Road, Honiton, Devon, EX14 1AX

Inspection date

Previous inspection date

17/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children with special educational needs and/or disabilities are well supported and links with other settings they attend are positive to promote consistency of care.
- Children's language development is promoted through the use of regular stories, singing, discussions and action rhymes.
- Children learn about diversity through positive images on wall displays, valuing everyone's differences in the setting and through visitors to support their learning, such as a visually impaired person with a guide dog.
- Children benefit from the leaders and managers enthusiasm and positive role modelling to other staff.

It is not yet good because

- Leadership and management do not sufficiently monitor the learning and development requirements to ensure consistency with staffs observations and assessments.
- Children sit for long periods of time in large group activities or waiting for others to be ready rather than having their individual needs met effectively in smaller groups.
- Children are not always adequately supported by staff to develop their independence and complete routine tasks important for their next stage of their development or transition into school.
- The key person role is not fully effective and clearly defined for parents and staff. The

leaders and managers undertake most of the partnership with parents' role, and several staff involve themselves in children's settling in process.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector met with one of the joint managers
- The inspector observed the children inside and outside
- The inspector undertook a joint observation with the other joint manager
- The inspector looked at safeguarding and welfare requirements documentation and learning and development documentation
- The inspector took account of the views of parents

Inspector

Sara Bailey

Full Report

Information about the setting

Angels Daycare registered in 2012. It operates from one main room in the Catholic Church Hall in Honiton, Devon. It is open Monday to Friday all year round from 8am to 6pm

Mondays, Wednesdays and Thursdays and until 4pm on Tuesdays and Fridays. The car park is used for outside play, as well as two enclosed grass areas. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children within the early years age range on roll, many attending on a part-time basis. The setting is registered to provide care for up to 26 children aged between two and eight years of age at any one time, although in practice, they have not yet introduced care for children aged five to eight years. The setting is privately owned by two joint owner/managers, who are working towards their level 4 early years qualifications. Three additional staff are employed who all hold a level 3 early years qualification. The setting receives funding for the provision of free early education for children aged two, three and four years. Children with special educational needs and/or disabilities are supported.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement an effective monitoring system to oversee the delivery of the educational programme, by developing the performance management of staff to include checking the consistency of observation and assessment.

To further improve the quality of the early years provision the provider should:

- enable all children to have opportunities to relate to their key person, individually and in small groups, and that the key person has the opportunity to further develop relationships with their parents, sharing their observations and assessments
- establish routines that enable children to look after themselves, such as putting their apron on a hook and lids on pens, which prepare them for the next stage of their development
- foster a culture of continuous improvement to enable clear reflection of strengths and weaknesses to help drive improvement and fully enhance outcomes for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The basic range of activities provided sufficiently covers the seven areas of learning and meets the needs for the children attending adequately. Most staff develop children's learning effectively as they support activities with positive language development. However, there are times when large group activities are too long for the younger, less able children. For example, stories are promoted several times during a day, which is positive for developing children's language and listening skills but does not always meet children's individual needs and attention spans. Personal, social and emotional development is promoted appropriately with time given for children to wash their own hands independently and put on their coats for outside play. However, the organisation of the day means that all children are waiting for the slowest child to achieve their goal, rather than the staff deploying themselves effectively to allow those children who are ready to start snack or to go outside to play.

The staff have a sound knowledge of the learning and development requirements of the Early Years Foundation Stage framework and can accurately identify where their key children are, using the Development Matters guidance. Their observations and assessments do not consistently support this knowledge or show children's starting points, progress or identified next steps. Therefore, it is difficult to assess all children's progress towards the early learning goals. The staff have yet to share these records with parents, although they do have informal discussions with parents each day and display planning and children's work for parents to see what their child has been involved in. The manager has completed the first of the two year old progress checks and shared this appropriately with parents.

The staff appropriately support children with special educational needs and/or disabilities through the use of one to one support and a designated Special Educational Needs Co-ordinator, who liaises with other settings children also attend. Children's individual needs are understood and routines adapted to help children feel secure and happy. Diversity is promoted well by staff, resources and displays.

The contribution of the early years provision to the well-being of children

Children are forming positive relationships with staff and their preferences are used to determine who a child's key person will be, which is shared appropriately with parents. Managers are generally the person to communicate with the parents on arrival and collection rather than the key person, which does not effectively promote this role. Children are developing confidence as they receive praise for good behaviour and are beginning to take responsibility for their actions as they use a 'thinking chair' to reflect on their inappropriate behaviour. Children learn about feelings, kindness and rules through regular discussions, although sometimes these are not age and stage appropriate. Children are helped to settle through use of their comfort blankets and dummies, although sometimes too many staff are involved in suggesting children put these away.

Children are beginning to learn how to keep themselves safe through involvement in fire evacuation drills and reminders not to run inside as it is dangerous. They know not to go beyond temporary barriers while renovation work is being carried out. Children learn about

healthy lifestyles through discussions about healthy eating and the importance of exercise and fresh air. They help themselves to water from a dispenser when they are thirsty and they clean their teeth after lunch. Children benefit from daily, outside play to be active. Staff do not always promote hygiene effectively as they forget to wash their own hands after wiping children's noses and some toys and equipment look dirty. There is no sleep area for children, but staff explain they implement a partitioned area for sleeping as required, to meet individual needs.

Children enjoy a range of appropriate toys and activities, including household objects such as metal saucepans and wooden spoons to make music with. Children happily and confidently move around the room, exploring table top toys and floor activities, which are generally appropriately supported by staff. Children can help themselves independently to additional toys, which are stored in picture labelled boxes. Children are not always well prepared for the next stages in their learning because some staff do not involve children in their self-care skills or routines. For example, children throw a painting apron on the floor when finished with rather than hanging it up, which is not followed up by staff. Children are not encouraged to assist staff in putting the lids on felt-tipped pens when finished with after a group drawing activity.

The effectiveness of the leadership and management of the early years provision

The leadership and management style involves positive role modelling. This is followed by regular meetings with staff to share general expected standards of quality. However, the managers do not routinely feedback to staff about their practice or monitor the staff's observations and assessments of their key children. This has led to inconsistencies and gaps in some children's starting points, observations and progress towards the early learning goals.

The safeguarding and welfare requirements of the Early Years Foundation Stage framework are appropriately understood by leaders and managers and are sufficiently met. All documentation is in place and written policies are regularly reviewed, updated and shared with parents. For example, one of the managers, who is the designated person for safeguarding, has recently undertaken safeguarding training and improved the policy as a result of this knowledge. All staff have recently completed their food hygiene training and are first aid qualified, which shows a commitment to professional development.

The managers are enthusiastic and have made many changes since taking over this setting. Their evaluation of practice has identified some strengths and weaknesses, but it is not a true reflection of inspection findings because the managers do not monitor staff's performance sufficiently to know the gaps. The managers seek parental views from questionnaires and share general information through regular newsletters, an informative notice board and informal discussions. There are links with other settings children attend although the system for sharing information is not yet established effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446860
Local authority	Devon
Inspection number	794299
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	43
Name of provider	Angels Daycare Limited
Date of previous inspection	Not applicable
Telephone number	07813002736

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

