

Little Angels Nursery School

50 Gresham Road, Brixton, London, SW9 7NL

Inspection date

24/10/2012

Previous inspection date

10/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- A strong leadership and management team provides a clear vision for the future development of the setting. Staff are well supported and monitored to ensure that good standards are maintained.
- Staff have a secure knowledge and understanding of the Early Years Foundation Stage. All staff recognise the importance of working with children's interests and developing individualised planning.
- Children are interested, active learners who benefit greatly from an appealing and stimulating learning environment and the good support they receive from a skilful and enthusiastic staff team.
- There are strong relationships with families to help settle, support and extend children's learning. Key persons work collaboratively with parents to share ideas about children's development enabling parents to receive individual feedback on children's progress.

It is not yet outstanding because

- Staff do not actively display the use of photographs and labels to support children who have English as an additional language.
- There are fewer opportunities for children to view photographic homemade books on the events and activities they have participate in, to encourage them to share their experiences with others.

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.

Inspection activities

- The inspector observed activities in both the indoor and outdoor learning environments.
- The inspector viewed a sample of children's assessment records and planning documentation.
- The inspector had discussions with the registered provider, deputy and staff members.
- The inspector viewed records relating to the day-care activities and the provider's development plans and sampled safeguarding policies and procedures.
- The inspector took into account the views of the parents spoken to on the day and by viewing parental questionnaires.

Inspector

Janet Thouless

Full Report

Information about the setting

Little Angels Nursery School opened in July 2000. It operates from purpose built premises situated in a residential area of Brixton. The premises comprise of three play areas and two communal play areas, an office, kitchen, milk kitchen for babies' food preparation, staff room, two children's bathrooms and a changing area for babies. An enclosed outdoor

play space surrounds the rear of the building. This includes a large covered play area to facilitate play in all weathers. The nursery serves families from the local area. The nursery is registered on the Early Years Register and there are currently 54 children aged from four months to under five years on roll. The nursery supports children who have English as an additional language. The nursery opens five days a week all year round, except for two weeks in the summer, one week at Christmas and Easter, the usual bank holidays, and three staff training days per year. Opening times are from 8am until 6pm. Children attend for a variety of sessions. There are 19 staff who work with the children on a full-time and part-time basis. All staff have an early years qualification in childcare, and one member holds qualified teacher status. The owner and deputy manager hold Early Years Professional status.

What the setting needs to do to improve further

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

- develop further opportunities for children whose home language is not English to use photographs, pictures or labels, in the sequencing of everyday routines.
- develop further the use of photographic books that show current children taking part in the many activities and events they participate in.

Inspection judgements

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

Children make good progress in their learning and development. This is because the educational programmes offer depth and breadth across the seven areas of learning. Children participate in a good range of activities which excite their interest and challenge their ability. A good system of observation and assessment means that staff plan specifically for the individual needs and interests of each child. Staff are skilled and have a secure knowledge of how to promote children's learning. Parent's views are sought and included in their children's learning. They are encouraged to view their children's profiles and attend meetings with key persons to discuss children's achievements and agree their next stage of learning. The staff team understands the requirements of the two-year-check. Written documentation is in place to support staff, which includes elements to assess two year old children's development and provide relevant information to aid their progress, inform parents and others such as the health visitor.

Babies are supported in a bright, colourful and welcoming environment. They engage in

playful interaction with staff members enjoying an array of mobiles and musical toys. This allows them to interact with others and provides them with objects to focus on if lying on their backs or sitting in bouncer chairs. The sensory corner within the baby room provides many opportunities for children to experience and explore a range of different textures and sounds. Older babies enjoy exploring the sensory experience of sand and water play, they simply enjoy scooping up and pouring sand. Staff constantly talk to children as they play to develop their use of language. Babies use a good range of resources to aid and develop the enhancement of their physical skills, for example, walking aids and soft cushions to support early sitting. Their key person settles babies for their sleep and their individual routines are respected.

Children thoroughly enjoy using their imaginations as they use puppets. Staff members interact to extend their puppet play through introducing conversations and singing. Children are beginning to develop their understanding of language, literacy and writing. For example, they use a good selection of chunky crayons and pencils in the writing area. They self register on arrival which helps them to identify letters in their name. They enjoy sitting in cosy areas to look at good selections of books. This includes both fiction and non-fiction and some photographic books that staff have created. However, photographic books are few in numbers and have not been updated to show current children taking part in the many worthwhile activities on offer. Such books can encourage children to share their experiences with others, talking about what they like to do and enjoy. Staff spend time chatting to children asking many open-ended questions. This encourages children to think critically and express individual views. Older children collect leaves in the garden for collage printing and discuss the vibrant colours of the leaves at autumn time. Staff respond to children's natural curiosity by showing an interest in all that they do. Children become very excited as they discover an ant hill in amongst the garden leaves. Staff extend children's interest by providing magnifying glasses allowing them to look at the ants more closely. Small groups of children enjoy planting spring bulbs. Staff prepare children for this activity by discussing what needs to be done, for example, placing bulbs the right way up, soil type, sunlight and water. Staff question children on what they think will happen to the bulbs extending their developing understanding of how things change over time. Children proudly count how many bulbs they have planted requesting that their name is added. Children form special relationships with each other and readily offer help, for example, showing others where they can locate spades for digging. Children predict the autumn colours that they can mix and then use them to print and make patterns with a wide range of painting and printing resources. Younger children delight as they become engrossed in creating a colourful leaf collage picture. These activities enable children to develop their sensory skills using a wide variety of media and to discover how colours change. Staff respond to children's natural curiosity by showing an interest in all that they do.

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

Children and babies demonstrate that they feel safe and secure in the warm and caring atmosphere. This is because they enjoy secure, trusting relationships with staff who treat them with great care and affection. The key person system is effective in developing close

bonds with children as well as the parents. Each child is supported by a key person who is responsible for carrying out assessments on their progress, plan for their next stage in learning and liaising with parents.

Staff have high expectations of children and are aware of their capabilities. Their individual personalities, likes, and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development. Children behave well and show good care and consideration for each other. Staff are good role models and help children manage their feelings and behaviour. Children show kindness and consideration for others, for example, by sharing dolls or helping others locate resources. This demonstrates friendly behaviour and that they are forming good relationships with their nursery friends. Staff encourage children to talk about their own and others' behaviour, the consequences of their actions and that some behaviour is unacceptable. This helps children feel safe in the setting and show respect for others. The environment and resources support children skills of independence and self-selection. Photographs, labelling and signs help children develop good levels of independence as they make choices in their play and learning. Sequencing of photographs to show daily routines support children who are learning English as an additional language. However, this is not consistently used in all rooms to support all age groups. Events such as 'London traffic road show' are used to develop children's understanding of how to keep safe by crossing the road using pedestrian traffic lights.

Children develop an understanding of the need to adopt a healthy lifestyle. For example, they wash their hands after creative activities and before meals and snacks. They enjoy a healthy diet, which is prepared by the cook at the setting. The meals are based around a rotating menu, which has recently been updated to ensure all children's cultural diets are catered for. In addition, alternative meals are offered to children with food allergies or special dietary requirements. Children thoroughly enjoy outdoor play. The staff team has worked hard in creating a stimulating outdoor environment. A sensory area has been created, a sand and pebble pit have been installed. A large canopy surrounds the setting to facilitate free-flow play in all weathers. When making changes staff seek the views of children who for example, suggested changing the colour of the outdoor playhouse. Their views were respected and they chose the colour of paint and were involved in painting and decorating the playhouse. The nursery is currently developing a forest school ethos within the outdoor play environment.

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

The leadership team within the nursery has a secure understanding of providing and overseeing the educational programmes for all children. The introduction of new systems to support the revised Early Years Foundation Stage is aimed to help staff provide children with challenge across all areas of their learning. There are effective systems for recruitment and vetting of new staff to ensure their suitability to work with children. The staff team has a good understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully familiar

with. Staff complete safeguarding training regularly and the designated person takes overall responsibility for child protection matters. All of these measures help safeguard children. Children play in a secure environment where risks are identified, recorded and action taken when necessary to minimise potential risks.

Staff have good opportunities for supervision and annual appraisals with the manager. Their training needs inform the nursery's plan to ensure that all staff update and expand their knowledge base, which improves the outcomes for children. Reflection and evaluation are strengths within the nursery as leaders work with staff to regularly question why they do what they are doing. There are effective systems for performance management. The manager completes observations of staff and staff are encouraged to complete observations of each other's work practice to assess the quality of the nursery provision. Staff happily share ideas for developments within the nursery which they know will have a positive impact on children's future learning.

The nursery establishes positive relationships with parents and carers and relationships are well established ensuring each child has their individual needs met. The nursery has developed strong links with other professionals such as inclusion and childcare development teams to meet the needs of children including those with special educational needs. Teachers from local primary schools visit the nursery to support children's transitions to school. This enables the key person to discuss learning and development and any special educational needs. A bilingual staff team helps translate when working with parents who do not have English as their first language. Parents and carers receive information about children's achievements and progress and are actively encouraged to support their children's learning. They can view written developmental information at any time and contribute to these with their own observations and details of events that take place at home. Parents and carers express positive comments about the nursery, particularly about the children's development in confidence and language skills. These processes ensure that everyone is aware of their expectations and this provides consistency for children.

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	144694
Local authority	Lambeth
Inspection number	888628
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	72
Name of provider	Christine Olaitan Shoruna
Date of previous inspection	10/09/2009
Telephone number	020 7274 8333

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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.

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