

Little Angels Nursery

Elim Hall, Fredora Avenue, Blackpool, Lancashire, FY3 9NL

Inspection date

26/11/2012

Previous inspection date

23/03/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 2

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 feel safe and secure in the setting. Staff support children to take calculated risks resulting in them being very aware of presenting dangers that such resources as scissors may bring.
- Children use their communication and language skills to talk regularly with staff. Consequently, children's vocabulary is in line with the developmental milestones for their ages and stages of development.
- Children are supported to become highly independent as they make choices in their everyday play and become competent in managing their personal needs in preparation for their move onto school.

It is not yet good because

- There are insufficient resources to support children's everyday use of numbers. Staff do not make good enough use of planned and unplanned opportunities to support children's learning in mathematics.
- There is insufficient monitoring of children's progress across the aspects of all seven areas of learning and development to ensure children are provided with appropriate and meaningful challenges and experiences.
- Parents are not sufficiently encouraged to share information regarding their child's learning and development at home in order to provide a consistent approach ensuring children's learning is extended and consolidated.

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 observed activities in the baby unit, toddler unit, pre-school room and the outside learning environment. The inspector also viewed toys, equipment and resources.
- The inspector held meetings with the registered person, the deputy manager of the provision, the key person and other members of staff.
- Prior to visiting, the inspector viewed the provider's details and information on the setting.
- During the inspection the inspector viewed children's assessment and planning records. Regulatory documentation regarding adults' suitability, children's details and any relevant information.

Inspector

Janet Singleton

Full Report

Information about the setting

Little Angels was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Blackpool, Lancashire, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from three rooms on one level in converted premises and there is a fully enclosed area available for outdoor play.

The nursery employs eight members of child care staff. Of these, all hold appropriate early years qualifications from a level 2 to a level 4. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- develop the educational programme for mathematics to use planned opportunities and enhanced resources by incorporating a mathematical component in areas of play, such as sand, water and role play, providing number labels, number lines and displaying numerals in purposeful context, such as signs showing how many children can play in the sand
- improve the observations and assessments to consistently take into account each child's progress against all aspects of each of the seven areas of learning by considering their age and stage of development and using this information to plan and shape learning experiences for each child.

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

- develop and review the system for working with parents by encouraging them to share information about their child's learning at home and keeping them up-to-date with their child's achievement and progress.

Inspection judgements

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

Staff ensure children play and enjoy their learning in an environment where they are able to make choices and decisions regarding what they want to do and how they want to spend their time. They choose resources and readily self-select toys and equipment as they play, enhancing what they are doing as they become independent and active learners. Consequently, their personal, social and emotional development is supported. Babies develop their physical skills as they crawl freely and explore their environment. They roll over, reach out and grasp items, for example, books and coloured blocks, exploring them by using all of their senses. Toddlers enjoy the shakers, making music and laughing as they explore the noises each one makes, discovering the cause and effect of objects banging together.

Staff sensitively support children using praise and encouragement. For example, they help children put on their wellington boots or assist them when using scissors, as a result, children's confidence and esteem is promoted. Staff ensure resources to support all planned activities and topics are available to them. For example, resources for making marks, construction, role play, as well as, malleable resources, are all within access to the children to make choices from. However, staff do not make enough use of daily opportunities for older children to explore the use of numbers in their everyday context. They do not effectively use labels, number lines or help children understand that numbers can be used for a purpose, such as how many children can play in the water. Nor do they assist children in learning about concepts, such as volume and capacity in the water or sand play by providing containers for filling and emptying. The children develop their coordination and use their imagination as they use glue sticks with ease and delight in decorating their Christmas tree they previously cut out. They enjoy choosing their stars, glitter and sparkles, using their language skills to express themselves as they enjoy talking about their own sparkles and discussing their own trees at home, making links between home and nursery. Children are provided with daily opportunities to go outdoors and develop their physical skills as they wrap up warm, putting on coats, hats and gloves and eagerly going out to play.

Staff in the baby and toddler room undertake regular observations and assess where children are in their development, however, they are not consistently covering the aspects of each of the seven areas of learning. Tracking of the younger children's progress, therefore, is not consistent to quickly identify next steps in learning then use this information in order that planned experiences are challenging and linked to individual children needs. Within the pre-school, this process is effective, observation and assessment accurately inform future planning, consequently, individual children's needs are planned for consistently. Parents have appropriate opportunities to be involved in their child's learning, however, staff do not maximise these opportunities to ensure parents are involved and their input is noted. They are invited to attend parents' evenings where they discuss and comment on their child's progress. Regular newsletters are sent to inform them of the topic and themes planned for. They speak to their key person daily and a communication book is sent home. The information pathway is one way and does not always enable parents to consistently contribute to this process. Comments from parents are positive and include how they feel they are well informed about what is taking place

and feel their children are progressing at the nursery. Parent comments include their children are happy and enjoy their time at the nursery.

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

Staff promote a calm and caring atmosphere where they develop highly positive relationships with the children in their care. Staff greet children on arrival and make them feel very welcomed into the setting. Staff are kind and caring and have a positive concern for children's safety and well-being, resulting in children having a strong sense of safety in the setting. For example, during the cutting and gluing activity, children remind each other to be careful and of the need for protective clothing, such as the apron. Children's good behaviour is fostered as they readily listen to adults and respond appropriately. Behaviour is good, they use their manners saying 'excuse me' when passing people. They ask nicely and thank each other when they have completed the request, for example, passing the glue. Consequently, children play cooperatively and are able to work together to build the train track, discussing how they are to make it into a circle. Praise is used consistently and meaningfully which means children feel valued and their contributions are noted. In the baby room, babies are secure, happy and settled. They seek the reassurance of their key person, making eye contact and smiling as they feel content in the presence of strangers. Care plans for babies are agreed with parents and their individual care needs are followed to help them settle and feel a sense of security whilst at the setting.

Older children develop a sense of belonging as they each have their own drawer for storing their work and their belongings. Through working together and being helped to solve issues, such as sharing resources they learn to wait and to take turns, promoting a harmonious working relationship. Staff deployment is effective and as a result, children are well supported as they play. Children develop their self-help skill as they manage their needs in the bathroom. Depending on the children's age and stage of development, they are assisted with dressing and are encouraged to make healthy choices at meal times, for example, engaging in discussions about why broccoli and fruit are good for you. This helps prepare children for the next stage in their learning, be it moving rooms within the nursery or progression onto school.

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

The registered person, staff and manager have an understanding of their responsibilities with regard to the welfare and safeguarding requirement of the Early Years Foundation Stage. As a result, a range of appropriate policies and procedure are in place and reviewed. The monitoring of the educational programme has not been as effective resulting in a weakness in the area of mathematics, and an inconsistent approach to observation and assessment. Children are safeguarded from abuse because staff are clear of their role and of the action to take should they be concerned. In discussion, they demonstrate their awareness of the signs and symptoms of abuse in order to assess any potential situations where action may need to be taken.

The manager monitors staff performance through formal appraisals and supervision, including observation of staff's practice. Training is encouraged, for example, childcare related courses and statutory training, such as first aid are undertaken. New staff members and students undertake a robust induction into the setting including their role and responsibilities. Regular team meetings allow staff to give their ideas and contribute to the evaluation and development of the provision. Parents are consulted at the settling in period of their child and engage in discussion with the key person. Parents speak highly of the provision and feel confident in staff meeting their child's care needs. Although the management team is aware of the need to work with other agencies to support children, at present there is no external agencies involved with the setting or the children attending.

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	403611
Local authority	Blackpool
Inspection number	891152
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	68
Name of provider	Sarah Louise Sloane
Date of previous inspection	23/03/2012
Telephone number	01253 766 400

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

