

Little Angels

London Road, NANTWICH, Cheshire, CW5 6LW

Inspection date

Previous inspection date

21/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The setting's expert practice enables all children to make excellent progress relative to their starting points and prepares them well for school or the next steps of their learning.
- Practitioners have high expectations for children and teaching is superb, securely based on a thorough understanding of how children learn, which ensures each child makes exceptional progress. The records of assessment are expertly detailed and are used effectively in the planning of activities to move children on in their learning.
- All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Partnerships with parents, external agencies and other providers are excellent and well established and make a strong contribution to meeting children's needs.

- There is scope to develop the outdoor area by providing opportunities to extend the children's interest in planting, growing and taking care of the flowerbeds and vegetable planters.

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 designated four rooms and outside.
- The inspector held discussions with the manager, deputy and staff.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, the settings self-evaluation documents and safeguarding policy and procedure.
- The inspector took account of the views of parents and carers.

Inspector

Sylvia Cornock

Full Report

Information about the setting

Little Angels Nantwich Limited is one of three provisions privately owned and managed. It was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey building within the grounds of Regents Business Park, Nantwich. The nursery serves the local community and is accessible to all children. It operates from four age appropriate rooms and there is a fully

enclosed area available for outdoor play.

The nursery employs 12 members of child care staff. Of these, seven hold appropriate early years qualifications at level 3, one member level 4 in management, one member level 5 degree in childcare and one member holds Early Years Professional Status. 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 67 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery is a member of the National Day Nursery Association, the local Providers Day Nursery Association and receives support from the local authority.

What the setting needs to do to improve further

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

- provide opportunities for the children to design practical environments for example, taking care of the flowerbeds and vegetable planters.

Inspection judgements

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

Practitioners demonstrate that they have an excellent knowledge and understanding of how children learn. They have high expectations of themselves and the children. They provide rich varied and imaginative experiences for the children. Practice is inspirational with exciting educational programmes for children of all ages. Practitioners complete precise assessments for all children. These are monitored by senior management to ensure they are used to support children's learning, based on a comprehensive knowledge of the child and their family.

Practitioners involve children in decision-making, allowing them to freely choose from the extensive choice of resources easily accessible. This means that children feel valued and have a sense of belonging. Children are well motivated and very eager to join in, such as sharing the experience and excitement of gathering snow. They bring the snow indoors adding different colours as they experiment and observe the changes. This develops

children's understanding of the environment and changes that occur. Practitioners eagerly encourage children's communication and language skills. They use language well and this is further developed through skilful questions and challenges set by the practitioners. Children sit comfortably in the adult-led activity as they show interest and are fully engaged at storytime. The planned programme of daily physical activities and the choice of free-flow from inside to outside gives the children opportunities to access the superb equipment and resources which support their healthy lifestyle. Children's personal, social and emotional development is enhanced as practitioners help all children make rapid improvement in their learning from their starting points. Through excellent transitional procedures children are exceptionally well prepared for school or their next steps in their learning.

Children immerse themselves in the exploration of using various materials and textures in the completion of their art and craft activities. They show a sense of pride in their sharing of pictures they are completing. They have many and varied opportunities to use their mathematical skills counting everyday objects or as they excitingly line up for outdoor play in the deep snow. The learning environment is extremely stimulating and superbly resourced which helps children across all areas of learning. Children are confident as they move around the playrooms, selecting activities and resources of their choice. They carefully put resources away at tidy up time using the large sand timer to measure the time they take to complete the task. They use their small physical skills with accuracy. This supports their overall physical development. Practitioners encourage children to do things for themselves, but are on hand to help when needed, for example, helping younger children put on their outdoor boots and fasten their coats. Practitioners plan activities and themes to support children's understanding of other cultures. They label the resources in other languages, this helps support children in their understanding of language development. The walls display posters about people of the world, welcome posters in different languages which help children to value differences and similarities.

The key person supports engagement with all parents who contribute to initial assessments of children's starting points on entry and at their two year assessment. They are kept well informed about their children's achievements and progress. They support and share information about their children's learning and development at home, such as, the sharing of books and stories. Parents are involved in their children's nursery life through questionnaires, daily sharing of information and their written comments on their child's assessment progress sheet. Parents and carers verbally comment on the 'excellent staff' and their 'superb support to their child and the family'. They comment upon the 'excellent environment' and the 'exceptional progress their children have achieved'. The key person uses effective, targeted strategies and interventions to support learning that match children's individual needs.

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

Children are extremely settled in the provision, supported by the calm and consistent interaction of the practitioners. All practitioners are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration. Children confidently make their needs known, secure in the knowledge that adults will listen and respond. For example, children ask for help as they put on outdoor waterproof clothing and boots. They show excitement at the prospect of building snowmen and making snowballs and being outdoors in the fresh air to support their healthy lifestyle. Children increasingly show high levels of self-control during activities and confidence in social situations and are developing an excellent understanding of how to manage risks and challenges relative to their age. For example, they walk slowly and carefully down the ramp so as not to slip on the snow.

All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. For example, monthly practice of evacuations of the premises gives children an understanding of how to leave the premises in an emergency. Practitioners are expertly deployed, they use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect each others differences. Children's behaviour shows that they feel safe and secure in the setting. Practitioners give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and gain an understanding of the need for physical exercise. Children enjoy the healthy snacks of fruit and cooked lunches provided, with the older and more able children helping themselves to the food on offer. This supports their independence and small physical skills. Children are competent at managing their personal needs relative to their ages. They access the toilet and wash their hands independently. Practitioners display excellent hygiene procedures as they use appropriate disposable clothing and gloves when nappy changing and at snack and meal times. This further develops children's understanding of how to prevent the spread of infection.

Children display high levels of self-esteem and confidence. They access the drinking water which is freely available in all rooms. They show good manners when sitting at the snack and lunch table, learning skills for the future. The setting provides a highly stimulating environment with child-accessible resources that promote learning and challenge children both indoors and outdoors. The excellent skills of all key persons ensure all children are well prepared for the next stages in their learning.

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

Practitioners have an excellent understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They have effective strategies to monitor their implementation. Clear policies and procedures are displayed in each of the rooms and these are known and understood by all practitioners who have accessed appropriate safeguarding training. The leadership shown by senior management is inspirational. The well documented drive to strongly improve

achievement for all children, over a sustained period of time is clearly linked to their learning. There is an excellent overview of the curriculum through monitoring of educational programmes to ensure a broad range of experiences to help children progress to the early learning goals. This is based on a strong, secure understanding of the areas of learning and how children learn.

Planning and assessment is excellent and the regular monitoring by senior management to make sure that they are consistent, precise, and display an accurate understanding of all children's skills, abilities and progress supports children's progress very well. Individual children or groups of children with identified needs are targeted so that appropriate interventions are sought and gaps are closing. High-quality professional supervision is provided with planned annual appraisals, these are based on consistent focused evaluations of the impact of staff's practice. The effective systems for performance management and accountability arrangements are understood and consistently applied. An effective and well-established programme of professional development ensures practitioners are constantly improving their already first rate understanding and practice.

Managers thorough self-evaluation takes into account the views of practitioners, children and their parents. They carefully analyse, monitor and self-challenge to drive for improvement that supports children's achievements over time. Strengths and weaknesses are effectively identified. Planned actions to overcome weaknesses have been concerted and effective. There are strong links between identified priorities and plans for improvement.

Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents, carers, external agencies and other providers. Appropriate interventions are secured and children receive the support they need. The management share information appropriately with other settings the children attend. This supports the continuity and consistency in children's experiences and learning.

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	EY451220
Local authority	Cheshire East
Inspection number	809503
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	67

Name of provider	Little Angels Nantwich Limited
Date of previous inspection	Not applicable
Telephone number	07967 904791

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

