

Little Angels Day Nursery

56-58 Shepherd Street, Northfleet, Kent, DA11 9PT

Inspection date

Previous inspection date

24/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The owner and manager work together extremely well in their pursuit of excellence. They demonstrate a clear understanding of their responsibilities and have effective systems to monitor their implementation.
- Practitioners plan varied and imaginative experiences for children. They have high expectations and a clear understanding of how children learn through first hand experiences.
- Children form secure attachments with practitioners, show high levels of independence, curiosity and imagination. Children quickly become immersed in their play, showing excellent behaviour and social skills. They are well motivated and consistently demonstrate the characteristics of effective learning.
- Children are cared for in a safe and secure environment where they develop a very good understanding of the importance and the benefits of leading a healthy lifestyle.

It is not yet outstanding because

- Children have less opportunities to gain a knowledge of their local community.
- Parents are not fully involved in all aspects of the self-evaluation 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.

Inspection activities

- The inspector had discussions with the owner and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed children at play.
- The inspector looked at documentation, including policies, children's records and the nursery's self evaluation form.
- The inspector sought the views of parents of children who attend the nursery.

Inspector

Sarer Tarling

Full Report

Information about the setting

Little Angels Day Nursery registered on its current site in 2012. It now operates from a converted building in a residential area of Northfleet, Kent. The nursery is privately owned and is registered on the Early Years Register. It operates from a converted building in a residential area of Northfleet. Located on the ground floor is the main playroom which is divided into two areas, toilet facilities for children and the office. There is an enclosed outdoor play area . On the first floor is an additional play room which is also used for mealtimes. Kitchen, staff facilities and the main office are also located on the first floor. The nursery is open each weekday from 9am to 4pm and children can attend from 9am to

12noon and from 1pm to 4pm. Children are able to stay for lunch if required. The nursery is open for 46 weeks of the year, closing for two weeks during the Easter, Christmas and summer holidays. There are currently 54 children on roll. The nursery also supports a number of children speaking English as an additional language and who have special educational needs and/or disabilities. Children come from the local and wider community. There are currently seven members of staff, all of whom are qualified. The manager and another member of staff holds early years qualifications at level 4 and one is working toward a qualification at level 5. The majority of staff hold a current first aid certificate. The nursery provides funded nursery education for two- three- and four-year-olds. The nursery receives support from a range of local authority early years professionals.

What the setting needs to do to improve further

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

- arouse children's awareness of both the built and natural features of the local area by visiting different places with small groups of children. Encourage children to develop positive relationships with community members by inviting them to the nursery
- make further use of the outdoor area to give opportunities for investigations of the natural world. For example, by using magnifiers to observe living things and the environment
- provide opportunities for parents to contribute to all aspects of the self- evaluation process more frequently

Inspection judgements

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

Practitioners have high expectations of children and a comprehensive understanding of how they learn through play. Initial activities are planned using information obtained from parents on what children enjoy and can already do. All practitioners undertake and record observations of the children. Each child has a key person who is responsible for collating and reviewing the observations. This information is used well to monitor children's progress using guidance such as Development Matters in the Early Years Foundation Stage. Learning objectives are set for children each week to enable them to each make good progress. Each key person has input into which activities and resources are provided on a daily basis, based on what their key children need to experience or achieve. Planning

is displayed in order that all practitioners are aware of activity learning intentions and so can effectively support children's progress across the seven areas of learning. However, planning remains flexible to enable practitioners to respond to spontaneous or unexpected events such as snow.

Children's development is summarised and parents receive a copy, and can contribute to, their child's 'Unique Story' every three months. As a result, any areas in which children require additional support are clearly identified and achievements, both at home and nursery are celebrated. Records show children are making good progress relative to their starting points. Parents are actively encouraged to be involved in their child's learning for example, by contributing to the interest table and nursery topics. Children take it in turns to take home a self-assembly tent and return to nursery with news of the different ways their family helped them create and play in dens.

Practitioners play attentively alongside the children offering support and encouragement when needed but know when to sit back and let children discover for themselves. The introduction of the 'Every Child a Talker' programme positively supports all children's speech and language. Children enjoy listening to stories, which captivate their interest. They enthusiastically join in with practitioners, who skilfully incorporate physical play into the story. The wide range of fact and fiction books support all ages. Children happily share their chosen storybooks with practitioners and friends as they snuggle up together on cushions in the tent, embedding children's interest in reading for pleasure and purpose. Accessible drawing and writing materials are available for all children to practise their early writing skills. For example, the provision of pens and pads encourage the children to write shopping lists and create menus in the role-play area. Children become absorbed in their imaginative play. Dressing-up and playing characters, using different voices acting out real life situations.

Knowledge of the local community and wider world are effectively extended through interesting displays, including books and artefacts. Children's gain a good awareness of festivals, different countries and cultures through craft activities and books. However, there are fewer opportunities for children to explore their local area or to meet a diverse range of people who help us. Children competently and independently use the computer. They follow simple educational games developing their concentration and observational skills as they hunt for missing items, match shapes and develop counting skills. Lotto games, puzzles and construction toys challenge children to match, sort and think about design. The provision of a well-stocked craft trolley enables children to independently select and explore a wide range of natural and recycled creative media. Staff encourage children to talk about what is happening as the paint colours mix together as they make marks on paper at the easel. Children learn a good sense of rhythm and rhyme as they enjoy music and movement activities. Varied genres of music from around the world are played and children can be seen dancing and expressing themselves to the different sounds and rhythms.

Children benefit from indoor to outdoor free-flow play. Keen to capitalise on children's interest in outdoor play, nursery staff have developed a 'mud kitchen.' This gives children good learning opportunities to dig, pour, and experience texture, temperature, consistency and shape. Children plant seeds in tubs and help care for plants, monitoring their growth.

However, there is scope to extend the range of resources outdoors to further support children's interest in nature. Practitioners clearly understand the need to embed children's understanding in the prime areas of learning and concentrate very much on this with the younger children. As they grow older, the specific areas of learning are woven through, ensuring that when they leave to begin their formal schooling they are well prepared for the next stage in their learning.

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

Children are confident and happy. Individualised settling-in procedures ensure that useful information is obtained from parents about children's unique needs and routines. This means they are helped to settle quickly and contributes considerably towards the gentle and harmonious atmosphere in the nursery. Children are sociable and interact very positively with each other and practitioners. They are given clear and consistent explanations and receive lots of support and praise. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Individual efforts and good deeds are recorded and displayed on the 'Well Done Tree' or 'Compliment Clouds' for all to see. This promotes children's positive self-esteem. As a result, children are keen to do well and behaviour is extremely good.

Children's welfare is safeguarded as information about their individual dietary requirements is displayed so all staff are aware. A varied, well-balanced menu of freshly prepared nutritious meals supports children's good health. Staff ensure that children are cared for in a hygienic environment where food is prepared safely. For example, staff hold food handling qualifications and the nursery has been awarded a five star rating for food hygiene. Children learn about the importance of drinking water regularly as drinking water is freely available. Children are fully involved in what they eat as they are consulted when menus are planned and learn about portion control as they serve themselves at snack and lunch time. Children value the social occasion of eating in small groups and at a time when they feel hungry. This provides very good opportunities for practitioners to talk about the importance of healthy eating and for children to chat about their lives and things that interest them. The importance of maintaining an active lifestyle is promoted very effectively. Staff encourage children to run around energetically, to build and stack crates, balance on tyres and ride on bikes, learning to negotiate obstacles and space.

Low-level storage and photographic labelling systems enable the younger children, those with communication difficulties or English as an additional language to see what is available and independently select what they wish to play with. Children demonstrate competence in managing their own personal care routines relative to their ages. Children are given plenty of time and encouragement to put on their outdoor boots and fasten their coats. Staff discuss the importance of hand washing in order to protect themselves from harmful germs. They weave safety through daily routines to raise children's understanding, such as reminding them to take care when using tools at the work bench. Children show an awareness of their own safety as they automatically hold the rail when ascending the stairs and willingly take on the responsibility of tidying up as they

understand it is important so that no-one trips or falls. In the outdoor area children can practise crossing the road safely using the zebra crossing and 'painted track' negotiating children using ride-on-toys. Children regularly practice the evacuation procedure so are confident of what to do in an emergency situation.

Children are fully supported in their move to school. The nursery staff invite teachers to meet the children in a familiar environment, to talk to them about the transition and for practitioners to share information about children's development. Uniforms and book bags are introduced into the role-play area and stories about 'moving on' help prepare children for the changes ahead.

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

The provider has a very good understanding of their responsibility to ensure the requirements of the Early Years Foundation Stage are met. Very strong leadership and management drive the vision and ambition for this nursery. They are committed to providing a high quality, flexible service for children and their families. The records, policies and procedures are well organised and are highly effective in supporting the nursery. Policies and procedures are routinely reviewed and updated to include new legislation; any changes are shared with parents and staff. This ensure everyone is aware of their content.

There is a robust recruitment process in place to ensure staff have the qualifications and skills to promote children's learning and welfare and to check their suitability to work with the children. Induction procedures ensure that staff understand the policies and procedures and effectively put them into practice. The owner and manager closely monitor performance both informally, by working alongside practitioners, and more formally through regular supervision and appraisals. On-going professional development is seen as a high priority in helping to ensure that the nursery has an experienced, well-trained and qualified team. Practitioners comment positively on the ability of the manager, and the commitment of the nursery owner, who inspire them to work as a cohesive and effective team.

A thorough system of risk assessment, including daily checks before children arrive, provide practitioners and children with a safe and secure environment within which to work and play. The building is secure and visitors are requested to sign in and out of the building. Staff remain vigilant at all times and supervise children well. All practitioners demonstrate a good understanding of their role and responsibilities in relation to safeguarding issues and know who to pass their concerns onto. Regular training ensures practitioners consistently implement their knowledge and understanding of procedures to keep children safe. Practitioners have up-to-date paediatric first aid qualifications, enabling them to offer prompt care and attention in the event of a child becoming unwell or having an accident.

The owner and manager work very closely and demonstrate a 'hands on' approach to

monitoring all aspects of the setting. For example, observation, assessment and planning is regularly reviewed and monitored to maintain a high quality approach. Children's individual records provide an accurate picture of their progress in relation to their starting points, show their skills, interests and abilities and any areas identified for development. Parents and their children contribute to the evaluation process by completing questionnaires on entry and when leaving. Although there is scope to include them further in the process. The nursery owner and manager embrace opportunities to complete quality assurance schemes and are constantly looking at ways to utilise the nursery environment. They are currently working closely with their 'Setting Improvement Partner' in reviewing the layout of the nursery to maximise outcomes for children.

Partnership with parents is good. Those spoken to speak very highly of the support practitioners give the whole family. Parents appreciate the high quality of care and learning experiences and say their children are flourishing. Partnerships with other professionals are equally effective in improving outcomes for children. The nursery works very well alongside external agencies to draw up individual plans where children need additional support, input or monitoring. This promotes a thoroughly cohesive approach to working with families.

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	EY447669
Local authority	Kent
Inspection number	807187
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	33
Number of children on roll	54
Name of provider	Danous Limited
Date of previous inspection	Not applicable
Telephone number	01474356115

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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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