

Angels Childcare

In Total Fitness, Kingsley Road, LINCOLN, Lincs, LN6 3TA

Inspection date

24/01/2013

Previous inspection date

22/09/2011

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 learn well about adopting healthy lifestyles. They are well nourished and gain a good understanding of personal self-care routines and the need for physical exercise.
- Children are secure and develop strong bonds with staff and children.
- Partnerships with parents, other practitioners and specialised professionals are well established and support children's learning and development appropriately.

It is not yet good because

- The effectiveness of teaching and learning is not consistent throughout the nursery, in particular the toddler room. Children are not always sufficiently challenged, motivated and enthused by staff to make the best progress they can in their learning.
- Observations and assessments are not always precise because some have a tendency to be a descriptive account of what the child is doing and not what the child is achieving. This does not fully support children's learning.
- Systems to monitor and review the quality of teaching and learning are not rigorous enough to ensure all ages of children make good progress through purposeful learning.
- Self-evaluation is not fully effective because the views of parents are not fully considered when making improvements to benefit children.

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 a tour of the premises.
- The inspector completed observations in each of the playrooms and the outside area.
- The inspector and manager completed a joint observation of a planned activity in the toddler room.
- The inspector took account of the views of parents and sampled a selection of documents, policies and procedures.

Inspector

Anne Barnsley

Full Report

Information about the setting

Angels Childcare is privately owned and was originally registered in 2008 and then re-opened in 2011 on the Early Years Register. It operates from self-contained, purpose-built premises that include a secure outdoor area, within the Total Fitness building in North Hykeham, Lincoln. This comprises a day nursery and a creche facility which serve the local community and beyond as well as the members of Total Fitness. Children are cared for in four separate rooms according to their age and stage of development and outdoor play areas are divided accordingly. Ample parking is available for parents, staff and visitors.

The nursery employs 22 members of childcare staff. Of these, five staff have qualifications at level 5, one at level 4, 12 at level 3 and five at level 2 with three of these currently working towards level 3. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 104 children attending who are within the early years age group. The nursery provides funded early education for 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 setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that staff in the toddler room develop knowledge and understanding of the learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play in order to provide a challenging and enjoyable experience for children
- ensure that all observations and assessments are precise and provide an accurate account of what children achieve and that staff have high expectations for children and plan suitably challenging experiences to improve their learning.

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

- improve the methods for reviewing and monitoring the quality of teaching so that weaknesses are quickly identified and actioned and any required training and support is provided for staff
- improve the system of self-evaluation by including the views of how parents feel improvements can be made and ensure that these views are monitored, analysed and form part of the improvement plan.

Inspection judgements

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

The nursery is organised effectively so that the children of different age groups learn in appropriately resourced environments. Children are independent and access their toys easily, including babies, as many of their toys are stored in baskets on the floor or at a very low level. This enables them to be active learners as they explore independently. The

nursery provides children with a mixture of manufactured toys and natural resources, enabling children to learn how to use certain things for specific purposes and to explore others and use them in creative ways. For example, the babies have fun using wooden utensils and metal containers to beat out rhythm while they sing songs with staff. The babies show enjoyment as they smile, shake their heads and wave their arms and legs about to the sounds they make and the singing. Children in the pre-school room are motivated and enthusiastic. They eagerly talk about what they doing, who their best friend is, how much they like their dinner and look forward to eating the melon. They are excited about going to the gym and talk about enjoying doing 'roly polys'. Staff in the pre-school room interact well with children and extend their conversations and interests. For example, a member of staff continues the conversation about 'roly polys' by telling the child how well they do them and asks them what must they use to do them on. Children say 'mats' and know the reason why they need to use them, showing their understanding of keeping themselves safe.

The quality of teaching and learning in the toddler room is less effective as some staff do not interact as well with children and do not provide them with sufficient challenge in their learning. A planned activity is not set out well to ensure that the member of staff can engage with all children. As a result, children are not motivated and enthused and the activity does not maintain their interest as well as it could. Also children cannot access the resources for the activity as and when they want them because some are at the far end of the table. As a result, children are not fully involved and some become bored and lose interest. Staff do not always use good questioning techniques to extend children's learning as they do not use their knowledge and skills to pick up on what children say in order to extend their experiences. Other children in the toddler room play happily with toys and friends of their choice, building train tracks, dancing with each other and enjoying role play with the kitchen equipment. Others enjoy looking at books with two different members of staff. One member of staff positions herself to the side of some dividing cupboards, which limits her interactions with other children around her. The other member of staff positions herself well where all children can see her and, as a result, children gravitate to her to listen to stories and talk about them.

Since the last inspection, some improvements have been made to the way observations, assessment and planning is organised. However, some inconsistencies remain with the overall effectiveness of observations, assessment and planning throughout the nursery. This is because some observations have a tendency to be descriptive accounts of what the child is doing and do not focus sufficiently well on what the child is achieving. This makes it difficult for staff to plan accurate support and challenge for all children in order to progress their learning.

Overall, children have enjoyable learning experiences as they have an appropriate balance of adult-led and child-led learning and daily outdoor learning. This includes being taken out for walks into their community and having special trips to places of interest. These include outings to farms, nature reserves, the theatre and participating in specially organised family day activities, such as family swims. Outdoors they play with resources they can balance on, such as tyres and planks and they learn about nature through exploring bugs, animals and how to grow things in their garden. They develop their early reading and writing skills appropriately by having access to books and writing materials in

a variety of contexts. In the pre-school room the environment is rich in print so that children learn to recognise numerals and letters as well as how to say them through counting and through using phonics. They learn how to dress themselves through their gym sessions and how to behave responsibly and follow the expectations of the nursery, such as walking safely to the gym and being kind and considerate to each other. They use the computer well and enjoy a variety of programmes that help develop all areas of learning through technology. This helps children develop the skills that they need when they move on to school.

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

Children are cared for by a dedicated key person within a consistent team of staff. This system successfully supports children in settling in, developing secure attachments and having a secure base from which to learn and develop. Their key person works closely with parents to support them effectively in their emotional transition through the nursery. Children's needs and routines, particularly in the baby room, are continuously reviewed with parents to ensure that staff meet their rapidly changing and developing needs. Internal space and resources are organised well to create a welcoming environment where children freely access a stimulating range of toys and resources. Babies have plenty of floor space and low level furniture so that they learn to crawl and to walk in safety. Their room is equipped with cots so that it is a self-contained area where babies can sleep securely knowing that their key person is close to them. Each baby has their own bedding to reduce the risk of cross infection. Children's needs are met well within a safe and secure environment and through the good use of daily care diaries.

All staff act as good role models and promote positive social learning by helping children develop the skills to understand how to deal with their feelings. Children learn about the consequences of their actions, for example, how it makes others feel when they do not share or are unkind. Staff provide children with clear and consistent messages, and provide lots of encouragement and praise. For example, when it is time to tidy up staff join in with this and gently remind children to help. Staff thank them when they do. They also learn well about keeping safe and using resources safely. For example, why they need to use safety mats in the gym and why they need to hold hands and walk sensibly through the leisure centre. Children also learn about specific safety aspects, such as practising the fire evacuation procedure and learning about road safety when they are taken out.

Children develop a very good understanding of the importance of healthy lifestyles. They join in the many physical activities with energy and enthusiasm, enjoy healthy, well-balanced meals and snacks and learn about good personal hygiene. The nursery promotes self-care routines very well as all children bring their own tooth brushes and learn how to brush their teeth and why this is important. A parent comments that this has really supported their child well when introducing this at home. Children learn how to get undressed and dress themselves for gym sessions and even very young children attempt to put on their own coats for outdoor play. This all contributes well to developing children's confidence and independence ready for their transition to school.

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

Children are effectively safeguarded because staff attend relevant training and demonstrate a clear understanding of the symptoms of abuse and the procedures for reporting concerns. Written policies for safeguarding children and dealing with allegations made against staff reflect the procedures followed. Robust recruitment and vetting procedures ensure the suitability of adults employed.

Systems for self-evaluation include regular visits from the local early years consultant, who completes audits. However, the systems for monitoring the educational programme are not effective because the quality of teaching and learning is not monitored. This results in the variation in teaching and learning between children of different ages. The setting issues surveys to seek parents' views. However, these views are not yet included in the self-evaluation or prioritised into the improvement plan so that children can benefit from their input.

The nursery has placed a lot of focus on training and introducing the new Early Years Foundation Stage learning and development requirements. A suitable programme of professional development ensures staff improve their knowledge, understanding and practice. This includes encouraging staff to attend additional training and in some cases complete online courses. Regular annual appraisals and the monitoring of staff performance are completed by the manager through supervision sessions with staff. The majority of staff have completed training to develop their knowledge of the new Early Years Foundation Stage and most have participated in a nine month course about High Scope practice. However, managers are not assessing and monitoring how effectively this training is being used by all staff to ensure that all children make progress and reach their full potential.

Partnerships with parents, external agencies and other providers are very well established. The setting works closely with the local children's centre providing support to some families as a result of referrals they receive. The manager attends planned meetings and works closely with schools and other settings to complement the delivery of the Early Years Foundation Stage, according to the children's needs. Effective partnerships with parents ensure they are involved in their children's learning and development and contribute to the summary of their learning between the ages of 24 and 36 months. In addition, they can attend parent evenings and are greatly involved with family fun days. They receive a welcome pack initially that makes them aware of the nursery practices and contains information about the Early Years Foundation Stage. Parents interviewed during the inspection provided positive feedback regarding the nursery and information shared. The nursery has two fully trained special educational needs coordinators in post and the manager has completed training about autism and the 'Team around the Child'. This enables staff to identify if children need specialist support at an early stage. They follow strict guidelines for assessment and referral and attend all review meetings where they

contribute to setting targets for a child's individual education plan. These strong partnerships contribute well to supporting 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	EY424578
Local authority	Lincolnshire
Inspection number	900118
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	104
Name of provider	Kirstie Johnston
Date of previous inspection	22/09/2011
Telephone number	01522 705678

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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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