

Little Angels Nursery

All Seasons Leisure Centre, Water Street, CHORLEY, Lancashire, PR7 1EX

Inspection date	24/01/2013
Previous inspection date	14/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are actively encouraged to try to do things for themselves. For example, they put on their own shoes and coats and pour their own drinks.
- Staff help children to learn by demonstrating how to complete tasks. They have a good understanding of child development and plan individual activities to help children progress.
- Children who require extra help are well supported. Staff seek the advice of health professionals and plan targeted activities on a regular basis.
- The nursery meals and snacks are nutritious and children play outside every day. This means that they are learning to develop healthy lifestyles.
- Parents comment that are very happy with the care and education their children receive.

It is not yet outstanding because

- The resources available to promote the home language of children who speak English as an additional language are limited.
- Appraisals that take place do not set targets to help staff understand how they can improve their practice further, to more effectively support children's care and learning.

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 children and staff engaged in activities in the main playroom and in the garden.
- The inspector spoke to parents and children.
- The inspector discussed the nurseries policies and procedures with staff.
- The inspector examined a range of documents, such as children's enrolment forms, staff qualification and training records and parent's feedback sheets.
- The inspector met with the manager.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Little Angels nursery is owned by a private organisation with charitable status and was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2008. It is situated in the All Seasons Leisure Centre, Chorley, Lancashire. Children have access to a nursery room, practice hall, activity studio, and enclosed outdoor play area.

The facility is open Monday to Friday from 7.30am to 5pm throughout the year. There are currently 24 children aged from two to under five years on roll. The setting provides children with funded nursery education.

The nursery employs four members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance the support to children who speak English as an additional language by providing dual language story books and print in various languages in the environment
- develop the appraisal format further, by setting targets to help staff to understand how they can strive to improve.

Inspection judgements

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

The nursery playroom is organised to allow children to independently access a wide variety of interesting resources. Staff have provided labelled storage units and boxes to help children to find the items they need and to tidy them away, this helps them to develop independence. Staff support children's learning by demonstrating and guiding. For example, children learn how to use binoculars because staff show them how first. Children learn to pour their own drinks because staff support their hands, when they try to lift and tilt the water jug.

Detailed information about each child is gathered prior to starting the nursery. Parents are asked to complete an 'All about me' sheet which includes questions about what children are already able to do. This enables staff to begin to build on what children have learnt at home and to provide activities they know children enjoy. Staff have a good understanding of children's development and make detailed observations. They plan activities for individual children to help them progress and make accurate assessments of their learning. As a result children are making good progress in all areas of learning because staff plan effective next steps to support them.

Children who require additional help are well-supported. Staff work closely with health

professionals to ensure the needs of all children are met by planning targeted activities on a regular basis. Parents are pleased to comment that their children have made good progress whilst attending the nursery. Children are active and interested learners, they choose activities and ask for help if they need it. They confidently express themselves and enjoy good humoured teasing from the staff, who clearly know them very well. Children enjoy learning about dinosaurs; they play with them and are helped to recognise and compare small world models with pictures in a book. They learn difficult names, such as triceratops and are encouraged to count up to 10 by counting the dinosaurs in the story. This helps them to learn new words and numbers in a fun way.

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

Practitioners have warm and responsive relationships with children and plan fun and interesting activities for them. The behaviour of children is good; staff praise kindness and sharing and actively encourage children to try to do things for themselves. For example, putting on wellington boots and shoes, washing their hands and serving themselves at snack time. As a result, children are very capable for their age. Staff are aware of individual children's needs and adapt activities appropriately to ensure children do not become frustrated. Consequently, children are relaxed and happy and play cooperatively together enjoying each other's company.

Children have lots of opportunities to explore, indoors and outdoors. There are a wide variety of attractive resources to support children's development in all seven areas of learning. However, there are no dual language books or words displayed to help promote the first language of children who speak English as an additional language. The environment is safe because staff complete daily risk assessments to ensure inappropriate risks are minimised. Staff have up-to-date first aid and food safety qualifications and have completed safeguarding training.

Children's health is promoted effectively, the food provided by the leisure centre cafe is nutritious and varied. Children enjoy their food and have opportunities to serve themselves and pour their own drinks. They tidy away when they have finished eating, taking their own plates to the bin to scrape away leftovers and then put them in a bowl for washing up. Staff sit and eat with children and encourage them to eat by saying 'this is yummy'; slower eaters are not hurried and so children generally eat very well. Children play outside every day, staff take children out in small groups as the garden is not adjacent to the nursery. The range of resources on offer ensures that children enjoy spending time in the fresh air. Children squeal with delight as they scoop up handfuls of snow and throw it at the staff. Staff explain why they have put sand onto the slippery stepping stones and gently encourage children to be careful not to slip. As a result children are learning to play safely and manage their own risks.

The staff prepare children for school by using uniforms from local schools to play with in the dressing up area. They use lunch boxes to play at 'staying school dinners' and invite teachers from local schools to come and meet children in the nursery. As a result, children

are being well-prepared for their transition to reception class.

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

Staff have a good awareness of safeguarding because they have accessed specific training. They can confidently explain the procedures they would follow if they had concerns about children's well-being. The manager ensures that staff have up-to-date first aid qualifications and practise regular emergency drills. Accident, incident and medicine records are completed appropriately, which ensures children are kept safe.

Regular monitoring of the observations of children's learning and development and planned activities has resulted in effective practice. Children make good progress and are confident learners. Planning allows for extending children's interests because child-led activities are encouraged. Parents are kept informed about the revised Early Years Foundation Stage and are invited to parents evenings to discuss their children's progress. They receive regular summary sheets explaining what staff have observed and are asked to comment on the what the nurseries does well and what could be improved. Parents are very happy with the nursery, they make positive comments, such as 'my child has improved in confidence, because of the fantastic care and attention from staff' and 'staff are extremely helpful'.

Staff have been encouraged to continue in their professional development. Most staff are participating in long-term training, for example, in leadership and management, or a foundation degree. This helps them to develop their skills and knowledge. Regular appraisals take place, but they lack specific detail as no targets for improvement are set. This means that staff may miss opportunities to develop. Regular informal meetings take place, generally each morning and evening as staff set up for the day or tidy away. This gives the small team opportunities to discuss any concerns or to reflect on their practice.

The manager has a good understanding of the nursery's strengths and areas for development. For example, she recently displayed helpful prompts around the playroom to encourage staff to use more open-ended questions when engaging with children. She is keen for the team to strive for improvement and has signed up to a local authority quality assurance scheme. The nursery works well with others to help promote children's well-being, for example, leisure centre staff, health visitors and local authority staff, by seeking advice and providing specific activities to support individual children.

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
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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	EY350014
Local authority	Lancashire

Inspection number	900499
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	24
Name of provider	Active Nation UK Ltd.
Date of previous inspection	14/08/2009
Telephone number	01257 515000

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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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