

# Little Angels Day Nursery

Golborne Children's Centre, Talbot Street, Golborne, Warrington, WA3 3NN

<b>Inspection date</b>	07/01/2013
Previous inspection date	21/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff and children share a warm relationship, making for a happy and secure atmosphere, where children learn to respect each other's differences.
- Organisation of flexible indoor and outdoor space benefits all children and contributes to their continual learning.
- Mealtimes are sociable occasions when children chat about their interests and learn about good table manners
- Staff have effective teaching skills and plan a wide range of purposeful play with a good balance of adult-led and child initiated activities, which supports children's learning.

### It is not yet outstanding because

- Children's home languages are not fully embraced within the nursery.
- Support for children who have a special educational need has not been fully explored during daily routines.

## 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 held meetings with the manager, deputy, third in charge as well as key people.
  - The inspector looked at some of the children's learning journals and at a representative range of the nursery's documentation, including a sample of policies and staff development records.
- The inspector observed activities in the three playrooms as well as the outdoor play area.
- The inspector took into account the views of the parents spoken to on the day of inspection and information included in the self-evaluation documents.

## Inspector

Jan Healy

## Full Report

### Information about the setting

Little Angels Day Nursery registered in 2010 and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is owned and managed by a limited company. It operates within Golborne Children's Centre

which forms part of Golborne Community Primary School in the borough of Wigan. Children use three nursery rooms, school hall, two bays and activity room for their care, play and learning. There are four secure, fully enclosed outdoor play areas. It primarily serves children living in and around the local area.

The provision is registered to provide care for 73 children under eight years, of whom all may be in the early years age range at any one time. There are 91 children on roll in the early years age range. It is open Monday to Friday from 7.30am to 6pm, and provides an all year round service with the exception of a week at Christmas. It provides an out of school facility and holiday club. It also supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery provides care for nine funded two year olds and 39 funded three year-olds, as well as for children on respite arrangements.

The provision employs 16 staff to work with the children, of whom 15 hold a qualification at National Vocational Qualification level 3 or above.

### **What the setting needs to do to improve further**

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

- display words in children's home languages to help benefit all children in the nursery
- enhance the support for children with a special educational need, for example, by providing a sequence of photographs to show the routine in the nursery.

### **Inspection judgements**

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

Children are making good progress in their learning, taking into account the time children have been in the nursery, as well as how often they attend, resulting in them achieving their full potential. This is due to staff being skilful in recognising when to engage in their play and when to allow children to develop freely without adult intervention. Staff make good use of ongoing observational assessment, helping to effectively evaluate children's progress, resulting in continuous learning. Monitoring of progress enables the staff to close gaps in learning and ensure children are continually challenged.

Staff work with parents to learn about children's interests at home, which they incorporate within the nursery, such as modern information technology. Parents are kept informed

about their children's development and are easily able to access their learning journals, and are encouraged to contribute their views within them.

Staff promote children's language and thinking skills, as they encourage them to communicate, for example, making use of mealtimes as social occasions. Staff ask open ended questions and provide children with explanations in language that is easily understood. Mathematical language and number recognition is taught through fun activities, such as when singing counting songs and rhymes and weighing the ingredients for play dough. Accessible writing material and the use of black boards provide children with plenty of opportunities to practice their early writing skills. Staff also encourage children to write their name on their artwork and to select their name written on a card, for snack time.

Children who learn better outside, have the flexibility of choosing when they wish to access this area, maximising their physical development and preferred learning area. However, there is no time-line, to help support those children who have a special educational need, to understand the daily routine. Children celebrate festivals and birthdays, which helps to promote mutual respect and encourages children to value each other. The staff, however, do not display words in other languages that are spoken by the children at home, to recognise importance and aid all children's understanding, that English is not the only language.

Key persons know the children well and foster their interests. They encourage children to persevere and extend their concentration skills during play, through skilful questioning. Staff work in partnership with a wide range of outside agencies, to ensure children receive the support and care they require when necessary. Staff engage children well and motivates them both individually as well as in groups. Babies enjoy the use of puppets during singing and story time, whilst older children sing spontaneously the songs they learn at nursery.

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

Management deploy staff well, resulting in them supervising the children effectively to help protect their health and safety. Staff form secure attachments with the children, resulting in them separating from their carer's with ease. Upon arrival, they settle swiftly to an activity of their choice and seek staffs assistance and reassurance with confidence when necessary. Regular praise and encouragement helps to promote children's self-esteem. Organised routines throughout the day are known by the older children and they happily act as volunteer to help, for instance to set the table for lunch. They approach new experiences with the reassurance from the staff, such as to access the wide range of resources and static equipment in the outdoor play area.

Children play cooperatively with their friends, as staff encourage good behaviour and use of manners, with gentle reminders to say 'please' and 'thank you'. Younger children participate in group activities well, such as gathering round a table to complete a team painting, using rollers and brushes. Older children willingly accept responsibility for helping

to tidy away their toys after play. Consistently high expectations result in children managing their own personal needs without staff intervention, such as putting on their own coat for outdoor play.

Babies and toddlers share a warm relationship with their key person and other staff, who are kind and gentle towards them. From an early age, they explore their surroundings, exploring various textures and examine the contents of various treasure baskets. They participate in 'messy' play, such as painting and enjoy cuddles and stories from the staff. Older children make particularly good use of their imagination, for example, in developing role-play on a 'winter' theme, with the children pretending to be penguins and polar bears.

Staff support the children's understanding about the importance of consuming a healthy diet. They chat about the effect vegetables have on their bodies and learn to name various fruits. They also teach them about the importance of physical exercise and encourage outdoor play every day. All playrooms have direct access to a garden, where children run, balance and take part in team games. Staff support children in building their independence in managing their own personal hygiene, as staff expect children to consistently achieve for themselves.

Children benefit from a warm, safe and stimulating environment. The three playrooms are very well resourced with good quality toys and equipment. There is plenty of space for both table top games and floor activities. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children play freely in the outdoor play areas that are well equipped with apparatus to allow for physical activity.

Staff manage transitions between the playrooms well, with the children having plenty of opportunities to visit for short periods, which is gradually lengthened until children settle happily. They spend time in school, where they enjoy their lunch, resulting in supporting their transfer to school, as they build relationships with teaching staff.

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

Leadership and management are good, as staff are committed and motivated in making continuous improvements. This approach helps to identify weaknesses, with sharply focused targets set for the benefit of all. Such plans for future changes ensure standards of practice are met and continue to flourish. A system of staff appraisal aid management in identifying staff training needs and peer to peer observations help to raise standards. Management have a strong and accurate overview of the curriculum through the monitoring of the educational programme, resulting in a broad range of experiences that help children to make good progress. Teaching is based on a secure understanding about all areas of learning and about how children progress in their development.

Arrangements for safeguarding children are good, as staff know and understand the written policy, which they recently updated, to include the changes to the welfare requirements. They are knowledgeable about the procedure to follow should they witness

a concern and a robust recruitment procedure, helps to ensure the employment of suitable staff. Most staff hold a current first aid certificate and are confident to deal with an accident should one occur. An effective process of risk assessment minimises hazards in all areas.

Partnership with parents is good, with the staff striving to engage all in continuing children's learning at home. Parents report the staff as 'fantastic' and 'wonderful' and describe how they feel able to approach them with a concern. Both parties share information about the children's progress; this continuous sharing helps to promote an integrated approach to children's care and learning. Links with other providers, including a children's centre, contributes to the consistency of children's learning and development.

Recommendations made at the previous inspection have been successfully met. For example, the staff now seek details from parents about who has parental responsibility of the children, for the benefit of their well-being. Attendance registers are now accurate for the benefit of the children's safety and an emergency evacuation procedure now takes place regularly, to remind the children about the procedure to follow in the event of having to leave the premises without delay.

### 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

<b>Unique reference number</b>	EY415060
<b>Local authority</b>	Wigan
<b>Inspection number</b>	851580
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	73
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Little Angels (North West) Limited
<b>Date of previous inspection</b>	21/06/2011
<b>Telephone number</b>	01942 777620

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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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