

# Little Angels Nursery School

50 Gresham Road, Brixton, London, SW9 7NL

## Inspection date

15/02/2013

Previous inspection date

24/10/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 setting is well-organised and well-resourced, which means children can make independent choices in their play.
- Management strive towards consistent high quality standards of care and learning to improve outcomes for children.
- Staff plan activities to meet children's individual needs well, which means they are engaged and motivated to learn.
- Children have warm relationships with staff who know them well. Therefore, children are happy and secure.

### It is not yet outstanding because

- Staff do not fully extend children's learning in role play areas to further develop their early writing and mathematical skills.

## 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 sampled a range of documentation.
- The inspector observed staff interaction with children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to parents and took their views into consideration during the inspection.
- The inspector tracked the progress of several children.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Little Angels Nursery School opened in July 2000. It operates from purpose built premises situated in a residential area of Brixton. The premises comprise three play areas and two communal play areas. An enclosed outdoor play space surrounds the rear of the building. This includes a large covered play area to facilitate play in all weathers. The nursery serves families from the local and surrounding areas. The nursery is registered on the Early Years Register and there are currently 65 children in the early years range of roll. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery opens five days a week

all year round, except for two weeks in the summer and one week at Christmas and Easter. The nursery is also closed for the usual bank holidays and three staff training days per year. Opening times are from 8am until 6pm. Children attend for a variety of sessions. There are 16 staff who work with the children on a full-time and part-time basis. All staff have an early years qualification in childcare with 13 staff at level 3 or above and three staff at level 2. The owner holds Early Years Professional status.

### **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 children to practise their early writing and mathematical skills in meaningful contexts, such as during role play.

### **Inspection judgements**

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

Children make good progress in their learning in relation to their unique starting points. This is because staff plan a broad variety of interesting activities for children, including those with special educational needs, based on their individual interests and abilities. Staff use a range of effective teaching strategies to promote children's learning. For instance, staff use colourful character puppets as props which encourage babies to join in as they sing action songs. They develop toddlers' language skills through effective questioning, for example, as they read their favourite stories. Children use tools and materials from the workbench to join materials together and talk about the different sizes of their structures using mathematical language. Staff teach children strategies to complete puzzles, such as matching colours and shapes. Children enjoy dressing up and develop their imaginations as they create stories in role play. Children initiate their own play and this is balanced with adult-led activities.

Older children learn colour names as they make traffic lights in a creative activity. Staff question children effectively by asking them what each colour of the traffic light represents. This encourages children to think and respond. Children enjoy experiencing the texture of paint on paper. They use good hand and finger control to cut out circle shapes and talk about the challenge of cutting along lines. Children identify their names when they arrive and practise writing them on their work. Staff teach children letter names and sounds successfully in small groups, which helps children to make good progress with their early reading skills. Staff provide a writing area with a range of tools and materials for children to use. However, they do not fully encourage children's early

writing or mathematical skills in role play to further develop their learning in these areas. Children show secure counting skills in other activities, for example, as they match number dots while they play board games. Children learn about planting and growing, for example, through planting bulbs and observing their growth. They use simple technology well, such as electronic letter sound toys as they discover how things work. All of these activities help children to develop good skills for school.

Children enjoy the challenge of an engaging outdoor environment. They climb and balance on different apparatus, ride on wheeled toys well and move in different ways in the large outdoor area. Staff enable children to continue much of their learning outdoors through interesting table top activities.

Staff assess children regularly through observations and sampling their work. They use this information to provide interesting challenges for children to help them make good progress. Progress checks are in place successfully for children aged between two and three years of age as required. These provide a good focus on children's strengths and areas for development. Staff support children who learn English as an additional language well because there are several members of staff who are bilingual and other staff learn key words in a child's home language. There are good links with other professionals involved in children's care and learning, such as the local authority inclusion officer who provides advice and guidance to staff to help meet children's needs.

Staff keep parents well informed of their child's progress. They have regular parents' meetings to review children's development and exchange daily information informally. Parents contribute to their child's learning by sharing observations of their children's development with staff at parents' meetings and in daily conversation.

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

Children settle well in this relaxed and friendly setting. They have secure relationships with staff who know them well. Babies are content because staff happily adapt routines to meet their individual needs. Children respond positively to familiar routines, supported well by visual timetables.

Older children demonstrate good self-care skills by washing their hands at appropriate times independently. Staff help younger children to use the bathroom to promote their care needs. Children make choices from accessible resources and use the well-resourced and organised environment well. The group rooms are bright, welcoming and have attractive displays of children's work. Children learn about personal safety and behave in safe ways by, for instance using tools and materials safely, and by sitting down to eat and drink.

Children enjoy appetising and well-balanced meals and make healthy selections at snack time. Staff cater to meet their special dietary needs. Staff talk to the children about the benefits of eating well to help raise their awareness of healthy living. Children develop healthy habits as they take daily physical exercise in the spacious and challenging outdoor

area. Children spend time in new group rooms with their key person before they transfer. This helps children to get familiar with the new environment before they move between rooms. Staff support children who are due to start school, for example, by talking with them about school routines.

Children behave well because staff manage their behaviour consistently. They use positive phrases and praise to encourage children to make good choices. Staff talk to the children calmly and clearly, giving reasons for why certain behaviour is unacceptable. They use merit systems to motivate children, such as reward stickers for good behaviour. Children learn about other cultures through discussion and celebration of special events. For example, they celebrate Hanukah by drawing hand designs. These activities help to develop their understanding of diversity well.

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

Staff keep children safe in this well-organised environment. They implement the comprehensive policies and procedures effectively to help keep children from harm. They follow procedures well, such as performing daily risk assessments in all group rooms and outdoor areas to keep children safe. All staff have a good knowledge of safeguarding children matters and demonstrate a clear knowledge of the procedures to follow should they have concerns about a child's welfare. The provider checks the suitability of staff and ensures they are qualified and experienced to care for children in their respective roles. These procedures help to safeguard children effectively.

The setting strives towards consistently high standards and, to this end, has introduced a range of quality assurance measures. For example, staff observe each other to learn from each other's practice. Management spend time observing in group rooms regularly and have good awareness of the quality of planning and assessment. This helps them to quickly identify if children are underachieving so that they can find ways to close gaps in their learning.

Managers support staff well by offering regular supervision. This also helps managers to identify any issues of underperformance and put relevant strategies in place to resolve matters. Staff have their training needs identified effectively through yearly appraisals. For instance, staff have attended a behaviour management course, which led to consistent use of positive phrasing to manage children's behaviour well.

Partnerships with parents are good because parents have opportunities to be involved in their children's learning. Staff work effectively with a range of professionals involved in children's care and learning, such as local authority staff who specialise in working with children who have special educational needs and/or disabilities. This helps to promote good outcomes for children.

The setting has good insight into the attributes and limitations of the provision. For example, it is currently developing a better range of visual resources to support children

who learn English as an additional language. The setting has good capacity to improve the provision and future outcomes for 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	144694
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<b>Local authority</b>	Lambeth
<b>Inspection number</b>	904161
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Christine Olaitan Shoruna
<b>Date of previous inspection</b>	24/10/2012
<b>Telephone number</b>	020 7274 8333

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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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