

Little Angels at Cramlington Village Primary

Bowmont Drive, Eastfield Lea, CRAMLINGTON, Northumberland, NE23 2SP

Inspection date

Previous inspection date

25/02/2013

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

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff who have very high expectations of themselves and children.
- Staff demonstrate a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Effective partnership with parents and other agencies means there is a united approach to meeting individual children's needs, ensuring that they make good progress.
- The well-established key person system helps children form secure attachments and promotes their overall well-being efficiently.

It is not yet outstanding because

- At snack time, some staff do not give enough attention to hygiene issues. This does not model good practices to the children and may compromise their overall good health.
- At times, children are not given sufficient time to develop their reasoning skills through opportunities to reflect on the answers they give in response to staff's open ended questions.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Eileen Grimes

Full Report

Information about the setting

Little Angels at Cramlington Village Primary was registered in 2012, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within two large purpose-built classrooms within Cramlington Village Primary School in the Cramlington area of Northumberland. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 14 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- develop current practice to ensure that children have more time to reflect on open questioning by staff, in order to consider their responses in greater depth
- enhance staff knowledge of hygiene procedures to ensure they always promote and model good practices to children at snack time.

Inspection judgements

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

Children succeed, are highly motivated and show great enthusiasm as they play and are supported by practitioners who have a very good understanding of how children learn and develop. Children's interests are captured and enhanced through a balance of child-initiated and adult-led experiences both indoors and outside. Older children enjoy the freedom of choice and access the well-resourced outdoor area as required. They benefit from a wealth of learning opportunities available within the outdoor area, which enhance their learning. For example, they plant pansies into tyres and planters and older children are engrossed in the mud kitchen baking 'cakes' and making 'tea'. Teaching techniques are good because staff interact effectively, use appropriate language and are committed to enhancing children's learning through play. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children.

Children's early writing skills are developing well and evidence of this is seen as children happily use the range of different size paint brushes to make marks that begin to resemble early letter formation, with older children writing their names. This helps them to develop some of the key skills needed for their next stage in their learning. Displays are bright and welcoming and carry a wealth of print. Staff provide effective support for children emotionally, and enhance their ability to express themselves as they acquire new language to enable them to communicate with others. However, although staff use open questions, there are times when children are not provided with sufficient time to reflect on their response and develop reasoning skills.

Planning and monitoring is very effective across the seven areas of learning and offers interesting and challenging experiences to children, which also meet their needs. This is because assessment at all ages is precise and focused. Staff work closely with parents, sharing information about individual children's needs and interests. They use this information exceptionally well in order to ensure all children progress well towards the early learning goals.

The well-resourced learning environment helps to support and extend children's learning across all areas. Children use the book area independently but also enjoy group story times. They are confident in taking turns to contribute to stories and are able to predict what is happening. Younger children enjoy the challenge of making play dough, experimenting with the materials as water is added and textures change. They pour water from the jug into the bottle, sing action songs and explore their surroundings under the close watchful eye of the staff.

There is a very good partnership with parents and their comments about the provision are good. They are invited to visit and there is an open door policy. Strong relationships are being built with new families and information is shared upon registration, with staff gathering 'all about me' starting point information about the children to inform planning. This ensures that planning is meaningful to the children according to their individual needs and stage of development.

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

Interaction between staff and all children is strong and very close secure emotional attachments are formed within all age groups. Children show high levels of confidence and self-esteem and they delight in helping and showing others where to go and how to put things away. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Babies settle well because staff know their individual likes, needs and routines. Their nappies are changed regularly, with good procedures in place. Staff ensure that young children's noses are wiped and their hands washed before food. They go to sleep happily and feel secure due to close staff care and attention to help them settle. The older children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food.

Procedures to support children's transitions within the nursery, and when they move on to the local schools, are in place and secure. Children are supported as staff are committed to working in close partnership with parents and carers, and primary schools within the locality. They encourage Foundation Stage teachers to visit the setting prior to children starting, and are keen for children to visit the school to aid a smooth transition.

Children enjoy healthy, nutritious snacks and meals provided by the school. However, older children are served their snacks while sitting on the floor. This does not model good hygiene practices and compromises their overall good health in the event of their food falling onto the floor. That said, meal times are a sociable occasion and the nursery does have good procedures in place to ensure they meet the needs of children with additional dietary requirements. Water is available to drink throughout the day and children are encouraged to pour their own drink, gaining independence and learning to meet their own needs. Children are starting to understand the importance of keeping safe. They are involved in regular risk assessments with the use of 'Henry Hazard' and 'Safety Sue', and use these to star rate areas within the setting. This develops children's understanding of wider safety issues, and they are able to talk confidently about why these are important.

Practitioners are good role models and are deployed well. They provide clear guidance for children about what is acceptable behaviour and due to this, children behave very well and are kind and caring towards one and other. Children enjoy dressing-up in the doctor's surgery area and play together acting out their own situations. Such role play experiences help the children to develop early friendships and enhance early social skills as they initiate conversation and develop cooperation skills.

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

Children are safeguarded and cared for competently by staff who have been fully vetted to ensure their suitability. Staff are fully aware of their responsibility in protecting the children within their care and have clear policies and procedures in place to support them. All children and their families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities. For example, they work in partnership with speech and language professionals.

Extensive partnerships with parents enable parents to play a full and active role in their child's learning. Parents' views are sought through discussion, open days, questionnaires and surveys. Information gained is much valued, used and taken into account within self-evaluation procedures. Strengths and weaknesses have been identified and the management team have detailed plans in place to sustain and further develop the provision for children. Overall, the ongoing supervision and appraisal procedures ensure staff highlight any concerns, recognise any special achievements and identify future training needs. This supports their future professional development to further enhance the good care and education they provide for children.

Planning and assessment are monitored to ensure they are consistent and precise and

display an accurate understanding of all children's skills. Individual children with identified needs are targeted to enable appropriate interventions to be put in place. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning. As a result, children are making good progress and are well prepared for their future learning in school.

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 action. 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	EY453563
Local authority	Northumberland
Inspection number	882251
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	14
Name of provider	Little Angels Fun Club and Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01670 737274

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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