

Angels Nursery

Stainbeck United Reformed Church, Stainbeck Road, LEEDS, LS7 2PP

Inspection date

09/04/2013

Previous inspection date

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

- The nursery provides a welcoming, well organised, inclusive environment. Staff prioritise children's safety and, as a result, children move confidently around the setting.
- Children are happy and settled and have good relationships with staff and each other. Staff work closely with parents to make sure they are familiar with children's backgrounds and needs. This ensures children's individual needs are met well.
- Babies and children show that they feel safe and secure because experienced staff are allocated to caring for them. Transitions between rooms and other settings are well supported so that children continue to feel safe and secure.
- Children's communication and language are given high priority; lots of opportunities are available to develop their skills, through good staff interaction and resources.

It is not yet outstanding because

- Children cannot independently access the rich and stimulating technological resources as staff do not always make them freely available or encourage their use.

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.

Inspection activities

- The inspector observed activities in both rooms and in the outdoor learning environment and also observed lunch time.
- The inspector completed a joint observation with the manager and held meetings with the managers and the owner of company.
- The inspector took into account the views of parents and carers spoken to on the day and also completed questionnaires and comments in the children's learning records.
- The inspector looked at some documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Angels nursery was registered in 2012 and is on the Early Years Register. It is attached in an adjoined building to a church in the Leeds area of West Yorkshire, and is managed by D&D Childcare Services Ltd. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 18 members of child care staff. Of these, 15 hold appropriate early years qualifications at level three.

The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve children's opportunities to explore and operate information and communication technology equipment, such as, instant digital cameras and programmable toys.

Inspection judgements

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

Children of all ages take part in a well-balanced range of interesting activities and staff show a strong understanding of how to support children's learning through play. They work closely with parents to gather detailed information about children's background, needs and starting points before they begin at nursery. For instance, by asking parents to fill in 'all about me' forms and encouraging them to spend time at the nursery. This means children settle quickly and their individual needs are well met. Staff make regular observations of children's achievements and use these effectively to plan activities that challenge children and build on their learning. They make sure that all next steps for children's learning are precisely focused. These include clear and practical guidelines for everyone about exactly how to support the child's learning in that area. Children's learning records are very well supported with lots of photographs of activities and their own creative work. This successfully promotes a consistent approach within the staff team. As a result, children make good progress in their learning.

The manager and staff demonstrate a very good knowledge of the requirement of the progress check for two year olds. Solid information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two year old children's development and provide relevant information to aid their progress.

Many children demonstrate good levels of concentration as they persist at the activities that they select. For example, babies play on the musical toys and press the buttons. However, older children have fewer opportunities to use a range of technology as part of their core play and learning experiences. This reduces occasions for them to talk about such equipment and explore how things work, for example, computers and programmable toys.

Babies access a wide range of toys and develop their social and sensory skills as they sit in the corn flour and water. They put their hands through it and give their friends sat with them, different beakers they have found to play with. The babies enjoy listening to the music playing in the background and begin to dance and wave their hands. This helps to promote their physical development, as well as using the large play room where they can crawl through the tunnel and climb over the large soft play shapes, throughout the day. Older children are keen to go outside where they take part in a planned obstacle course activity. Children take turns to jump through the hoops, recognising the colours and counting them as they go. This helps to develop their mathematical skills. They get very excited as they help their friends to dig in the mud and find the worms. Staff give good clear explanations as to why worms live in the soil and ask children if they want to let the worms go on their hands. Some children say 'how slippery they feel' as they are put on their hands, whilst others shy away. This helps to teach children about the outside world and also the feeling of different textures. Children sit with staff under the shelter and together they read a book about different animals. Also, in the rooms children have good opportunities to choose from a wide selection of age appropriate books. The nursery also offers their own library where children, along with their parents, can choose books and take them home. This helps to build and develop children's literacy skills. The staff continually talk and listen to children, throughout the day. They ask open ended questions of the children as they play with the different farm animals. For example, children tell staff that cows eat grass and live in fields. The children then go outside and bring in some grass for their toy cows. This extends children's learning and develops their understanding and communication and language skills positively.

The nursery has a good display of photographs of children involved in activities, along with informative posters of numbers and words all displayed at their level. Children's own work is also displayed around the nursery, making it a bright and colourful environment.

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

Children are confident and settled in the nursery. The key person system works very well and young children benefit from consistent relationships with familiar carers who attend to

their day-to-day needs. The nursery offers all parents settling in times for their children and these are flexible according to their needs. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. When children move to the next room and to the pre-school nursery, good transition procedures are in place. For example, parents and children complete settling-in times and reports are given to the children's new key person. This helps them form secure bonds and promotes their emotional and physical well-being. Older children grow in independence, within the nursery, as they approach the 'snack cafe' to help themselves to a good selection of fruit and a drink.

Children of all ages quickly learn the rules and expectations of the nursery and respond well to the warm and supportive guidance of staff. Consequently, there is a positive atmosphere at the nursery and children behave well. Staff continually remind children to be polite and remember their manners when having lunch and to take turns when playing with their friends.

Children's health and hygiene is promoted well. They learn about the importance of good hygiene through regularly washing their hands before snack, lunch and after painting, and listen as staff explain to them how they are 'washing away the germs'. Each room has an anti-bacterial gel hand machine, which staff use throughout the day. All of these good procedures help to prevent cross infection. Staff also follow a good nappy changing routine, using disposable gloves and aprons. Children eat good quality home cooked food and staff take care to meet individual children's dietary needs and parent's preferences for children. Menus are displayed for parents to see and all food is fresh and includes, pasta, rice, fish, jacket potatoes, fruit and vegetables.

Children learn about how to stay safe both in the nursery and outside. They regularly practise fire drills, along with staff teaching children how to walk around the nursery safely especially when going in and outside to play. They also learn about how to cross the road if they go on outings to the new nursery for older children. The nursery is a very safe environment for children, for example, there is a closed circuit television camera installed and all visitors are asked to sign in-and-out and wear a 'visitor's badge'. Staff give high priority to safety and conduct comprehensive risk assessments of the premises. They are vigilant in supervising children at all times, which ensures children can play safely.

The nursery is welcoming and well equipped with a good variety of age-appropriate resources available for indoor and outdoor play. Children have free access to the well-resourced outside area; this ensures they get plenty of fresh air and exercise daily.

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

Staff fully understand their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are aware of. Robust recruitment, vetting and induction procedures are also in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show

the required skills and commitment, enabling children to feel secure and safe. Staff have good opportunities for supervision and appraisals with the managers, along with regular staff meetings. At these training needs are identified to ensure that all staff update their knowledge and professional status.

The managers and staff team demonstrate a good capacity to maintain continuous improvement. They are currently completing an updated self-evaluation to ensure they are working in line with the Early Years Foundation Stage and also identifying their strengths and weaknesses. They take on board any comments from parents and also listen to children's thoughts and ideas to ensure continuity within the nursery. The staff team have a common sense of purpose and work very well together to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has very good links with parents; staff ensure that they are kept fully informed of their child's day and progress. For example, daily sheets for children, daily feedback and regular newsletters tell them of planning being focused on. Parents are very keen to express how pleased they are with how the nursery is run, and how settled their children are, through comments in questionnaires. They also get good opportunities to tell staff what their children learn at home, through adding the information on the 'wish tree' in the entrance hall.

The nursery has effective systems in place to develop communication links with others provisions. Children are fully supported in their transitions to primary schools and other nurseries, as they visit them and staff and teachers attend the nursery to meet the children. This enables the key person to discuss children's individual learning and development and any special educational needs and/or disabilities they may have, ensuring continuity of care and learning.

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	EY454757
Local authority	Leeds
Inspection number	886802
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	48
Name of provider	D & D Childcare Services Limited
Date of previous inspection	not applicable
Telephone number	01132665253

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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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