

Little Angels Pre-Prep School and Day Nursery

70 Bredgar Road, London, N19 5BF

Inspection date	13/05/2013
Previous inspection date	14/07/2009

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

- Children have good opportunities to promote their imagination to create and design their own unique interpretations due to the well-planned activities.
- There is an effective management structure in place that ensures that staff are well supervised and supported.
- Staff promote and support children's communication and language skills well, through the use of books, by speaking regularly to children, and asking open ended questions.
- Babies feel secure due to the positive relationships that exist with their key person who spends time with them as they settle into the nursery.

It is not yet outstanding because

- On occasions, the larger group time is not always as well organised, and as a result, some children lose interest in the activity provided.

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 sampled the documentation.
- The inspector conducted a joint observation in the garden.
- The inspector spoke to parents to gain their views.
- The inspector observed interaction between staff and children in all nursery rooms.

Inspector

Maria Conroy

Full Report

Information about the setting

Little Angels Pre-Prep School and Day Nursery is one of two settings owned by a private provider. The Nursery operates from a single story building in the Archway area in the London Borough of Islington. The pre-school consists of three rooms for children, a kitchen, office, staff room, adult and children's bathrooms, a changing room for children, a milk kitchen, sleep area and reception area. There are three outdoor play areas. There are presently 33 staff employed, of these, two hold Qualified Teacher Status and 22 other staff have a recognised childcare qualification. Support staff includes kitchen staff, lunch time cover and an administrator. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 86 children in the early years age group on roll. The pre-school and nursery are open every day from 8am until 6.30pm, for 49 weeks of the year and closes for five inset days. The pre-school is able to support children who have English as an additional language and those who have special educational needs/and or disabilities. They are registered to receive funding for children aged three and four years.

What the setting needs to do to improve further

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

- review the organisation of large group activities to enable all children to benefit fully.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. Staff speak with parents and observe the children to identify their interests. Taking account of this, they plan specific activities for individual children to support their interests and their developmental needs. For example, they use dinosaurs in paint to make patterns linking to a child's specific interests. Staff use observations to track children's progress and identify that they are making good progress. Two-year progress checks are completed in partnership with parents, helping them to summarise children's development in the prime areas of learning. This along with parents' evenings helps to keep parents informed of their children's progress and ongoing development.

The staff promote children's communication, language and personal, social and emotional skills well. Children enjoy listening to familiar stories, which they recreate through their artwork while retelling the story. Children enjoy joining with their friends to sing songs

using Makaton signing to help children's understanding of the words used. Staff use flash cards with children encouraging them to say what they see, children eagerly shout out 'train' and 'plane'. Staff enthusiastically praise them individually, which promotes children's self esteem. Staff talk to children about what they are doing, which helps children link actions to words. For example, in the home corner they use words to describe what children are doing 'you are feeding the baby, what do they like to eat? Do they need a drink?'

Children are provided with many opportunities to express themselves and design unique creations. They enjoy dressing up as animals and they paint beautiful flowers and design patterns using cubes. Children are encouraged to participate in activities that will promote their physical development. They use small tools such as scissors and spades, which help to develop their manipulative skills in preparation for writing. Staff promote children's mathematical development well, enabling them to count for different reasons. For example, they sing number songs about a space rocket waiting to blast off. Staff provide cubes to enable children to build different size towers. They encourage the use of mathematical language such as 'smaller' and 'taller' as children compare the three towers. Children enjoy sorting animals on the farm, and grouping the families together.

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

Well-organised nursery rooms provide good opportunities for learning; for example, toddlers move around safely in the spacious environment that allows for their sometimes unpredictable movements. Babies are encouraged to pull themselves up on low-level equipment and there are suitable resources to promote their walking skills. There is a good range of high quality resources that support children's learning and development in all required areas. Staff help children to learn to stay safe through the activities they take part in, such as fire drills. Children learn to use different tools safely. For example, they use a knife to chop fruit and make their sandwiches, and they use scissors to cut paper. Positive interactions with key persons enable young babies to feel safe and secure, they receive lots of cuddles throughout the day and staff talk to babies while giving them eye contact. As a result, children are encouraged to explore and investigate their environment.

A healthy menu is available which takes into account children's dietary needs and allergies. There are effective systems in place to meet the individual needs of children who attend. Children take part in a range of activities that promote their physical development. They ride bikes, climb up to the slide and balance on tyres. There are planned activities that help children learn to lead a healthy lifestyle; for example, they have opportunities to prepare their own sandwiches and cut their fruit during snack time.

Children's confidence and self-esteem is well promoted as they see their artwork and photographs of them taking part in the activities displayed throughout the building. Children behave well and they are learning to take turns and share; older children take turns at circle time in standing up to tell their friends about their weekend. Staff are confident in dealing with children's behaviour in a positive way, and supervise children well, which prevents disputes from occurring. Children are motivated and engage in what

they do due to the generally well-organised daily routine. However, at times, the organisation of large group activities is not well considered. For example, occasionally story and song time in the toddler room means children are sitting for long periods and some lose interest in the activity.

Overall, children are well prepared for the next stage in their learning. There are effective systems to help children move through the nursery as they grow. The key person keeps parents informed about their child's new environment and pass on information to the next room. Children take part in settling in periods that enable them to get used to their new carers and their environment. A summary of children's learning journey is shared with parents so they can pass it on to other professionals when they move to their new school.

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

Leadership and management are effective. There are robust systems in place for monitoring the educational programmes and the implementation of the welfare and safeguarding requirements. For example, management inform Ofsted of any significant issues and implement safeguarding procedures effectively. Staff clearly follow and implement the setting's safeguarding and 'whistle blowing' policy, and management take effective action to work with other agencies as required.

The effective management structure enables the team to conduct regular observations on staff practice, which helps them identify staff training needs. They have daily meetings with senior staff to identify any area that needs addressing and act as positive role models in the rooms. This helps to identify areas for further development, and along with the visits from the local authority, enables the management to devise a relevant action plan. There are robust systems in place for staff supervisions and staff appraisals. Staff have regular staff meetings and weekly room meetings with their supervisor where they plan for the children in their care. In addition, the management team observe staff practice and test their understanding of key policies in preparation for their annual appraisal. Vetting procedures are robust, ensuring staff are suitably assessed. Detailed induction procedures for new staff provide them with the necessary information about the policies and procedures. This also provides senior staff with a tool for monitoring their progress and professional development. The nursery staff deal with complaints effectively and managers inform the relevant authorities. Risk assessments highlight any hazards along with the review of the accidents that have occurred which enable the nursery staff to put preventative measures in place.

The nursery leadership and management has undertaken the process of self-evaluation and gained input from parents through questionnaires. As a result, of the information received the management team responded to parents' views. For example, not all parents were aware of the curriculum their child follows. Therefore, a detailed leaflet was provided giving clear information about the Early Years Foundation Stage. The nursery leadership and management has suitably addressed the areas identified for improvement at the previous inspection and have further development plans in place, demonstrating

continuous improvement.

Partnership with parents is effective. Detailed inductions are completed with new parents and they have planned time to settle in their child and get to know their key person. There are regular parents meeting which enable staff to discuss children's progress and liaise with parents to identify areas of development to use for planning. Children's work and an attractive array of photographs displayed around the building keeps parents informed of the type of activity their child takes part in. Information boards provide further details of the staff team, legal documentation and policies and procedures. Staff invite the parents to help them to promote children's learning by using their skills; for example one parent came in to play a musical instrument to the children. Parents say they are very happy with the service provided. They particularly like the friendly staff and the continuity of the team, and the healthy meals. Parents feel reassured that their child is happy to come to nursery. Parents feel they can be involved with planning for their child's development, and are comfortable to approach staff if they have concerns about their child's progress. Staff maintain good partnerships with other professionals involved in supporting children, to provide a consistent approach to their learning and development.

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	EY286121
Local authority	Islington
Inspection number	907313
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	86
Name of provider	Little Angels Day Nursery and Pre-School Ltd
Date of previous inspection	14/07/2009
Telephone number	020 7281 3514

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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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