

Little Angels

The Old Stores, Glebe Road, BRIGG, South Humberside, DN20 8QG

Inspection date	26/06/2013
Previous inspection date	29/11/2012

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 thoughtfully planned playrooms and outdoor zone creates an enabling environment for children, which promotes their independence and allows them to engage in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Children make good progress with their learning and development because they are supported well by highly skilled and knowledgeable staff.
- Partnerships with the local schools are highly effective and fully support all children's needs while making their transition a seamless and positive experience.
- Children are treated with care and respect as unique individuals. Therefore, they quickly develop confidence, high self-esteem and a strong sense of belonging within the welcoming nursery environment.

It is not yet outstanding because

- There is scope to develop the already very good information shared with parents about their child's learning and development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents, questionnaire responses and children spoken to on the day.
- The inspector looked at children's learning records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Little Angels was registered in 2010. It is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in self-contained premises in the Brigg area of North Lincolnshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from one main hall and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 5. The manager has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- build on the already good practice with regard to children's termly progress reports, by being more sharply focussed on how parents can further support their child's achievements.

Inspection judgements

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

Children are happy and contented in this friendly, welcoming nursery. Staff provide a variety of exciting and challenging activities and opportunities to promote their learning and development. Staff have a good understanding of how children learn and develop. This is reflected in the purposeful observations and assessments of children, including the 'progress check at age two'. Staff understand the children's learning requirements because they find out about the children's likes and capabilities from their parents. This information is then used, along with the nursery's own initial observations, to plan for children's starting points. As a result, children settle well into the nursery and are provided with activities that interest them from the start. Staff track children's progress well by effectively linking the areas of learning to the developmental bands for each age range.

Staff take many opportunities to ask children questions to extend their reasoning and learning. For example, children playing in the water tray are asked to name the different objects that they find and to describe what they are doing as they discover magnets on

the fishing rod. Children eagerly show staff the different sea creatures they find. All children show a love of books, they sit independently in the attractive cosy book area with their friends. They turn pages with care and talk to each other about the pictures. Children sit attentively and listen to interactive group stories. Staff use books and stories effectively to engage children in language and to extend their imagination and understanding. This helps children to learn that print carries meaning and encourages an interest in reading. When playing outside, children develop their movement skills well. They run around, effectively negotiating the obstacles. Staff engage children in throwing and kicking a ball; this develops their hand to eye coordination. The nursery has limited space outdoors. Therefore, on a daily basis children are given the choice whether they would like to visit the local park and play on the large equipment. This further develops their physical skills. Children learn how to handle tools effectively. For example, they manipulate play dough, roll and cut with appropriate tools. They proudly show the inspector the elephants they have cut out.

Mathematics is incorporated into everyday events. For example, five boys engage in a singing session using props. They recognise and name numbers up to five and then put them in order. Subsequently, they sing 'five little men in a flying saucer', checking how many are left when they 'fly away'. Staff take opportunities to encourage younger children to develop literacy skills by making marks using different materials. For example, children enjoy using brushes and water to make marks outside. Children learn how things work as they use the microscope to look at grains of sand and bugs. This demonstrates their understanding of the uses of technology, which is also promoted through other equipment, such as compact disc players. Children squeal with delight as they discover cause and effect by whizzing their cars down a drainpipe. Staff prepare children before they engage in planned activities. A good example of this is an activity that is planned as part of the recycling focus that children are working on. One aspect of this project is junk modelling from recycled resources. The children have made a robot. The member of staff shows the children the robot they made the day before. They discuss what they might need to complete the robot, children suggest buttons and eyes. The member of staff shows the children how to mix colours and they become highly engaged; this supports their expressive arts and design skills. Children are fully supported by skilled staff who provide a range of exciting and stimulating activities and experiences. They have fun, are highly engaged and develop the range of skills needed for the next steps in their learning, including school.

The nursery is developing their interactions to support children who speak English as an additional language. For example, introducing dual language books and labels in children's home language. This contributes to their inclusion and ongoing progress. Staff engage in daily conversations with parents as they bring and collect their children. This provides opportunities for parents to share what children have been doing at home. Staff prepare regular summaries of children's progress. However, staff do not routinely provide all parents with ideas for activities that are tailored to their children's individual identified next steps in learning. This means that not all parents have a secure understanding of how they can best support their children's learning at home.

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

Staff gather information from parents at the outset, in order to enable them to support new children with the transition from home to nursery. Settling-in is flexible and the sessions available are adaptable to meet the needs of the families that use Little Angels. Staff are warm, caring and sensitive to children's needs and the key person system is effective. Good levels of staff support and interaction ensures children learn the rules regarding turn taking and sharing resources. They give simple explanations and encourage children to interact and negotiate with each other so that they learn to do this independently. For example, children remind each other to take it in turns to use the fishing rod in the water tray.

Children's good health is effectively assured. Staff encourage children to be active and enjoy outdoor activities in the fresh air. Children make frequent trips to the park to develop their physical skills. Snack and meal times are social occasions where children sit together to enjoy their food and one another's company. In the nice weather, children enjoy a picnic in the park or on blankets at the nursery. Staff use lunch times as a learning opportunity to talk to children about foods that are good for them and those that they should perhaps eat less of. Parents are supported to adopt the nursery's healthy eating ethos as leaflets are regularly shared with tips for healthy choices. Children's self-care skills are encouraged as they pour their own drinks. Children are becoming increasingly independent as they manage their personal care; they wash their hands for snack and use the toilet independently.

Staff organise toys and resources very well and supervise children effectively. Children move around freely, making choices about what they want to play with and where they want to play. This supports their growing independence. For example, the indoor and outdoor areas have a range of zones that have been developed through the children's interest. A pretend 'fire' prompts fire service role play, this follows the building up of the fire with coloured paper and logs. Children show a good awareness of safety due to effective support from staff. They follow the rules for road safety as they make regular walks into the local community and to the park. Older children are patient with those who are younger and less mobile. The nursery places a high emphasis on community links. Children make frequent visits into the hub of the town. This supports a sense of belonging. Children make successful transitions to local schools because staff establish excellent links with reception teachers. For example, the nursery children often take part in the 'school run' and, subsequently, they are confident in the school surroundings. The nursery shares information about the children's care, progress and attainment levels.

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

Systems for safeguarding children are good. No adult has unsupervised access to the children without suitable Disclosure and Barring Service checks taking place. The building is secure and no unauthorised access is possible. Staff hold current paediatric first aid certificates; in the event of an accident a form is completed promptly and signed by parents on collection.

The manager and staff are very clear about their roles in meeting the safeguarding and welfare requirements so that children are kept safe. They all attend safeguarding training and the manager regularly checks that they fully understand child protection issues and who to contact if they have concerns. The management team and staff have a good overview of the educational programmes required to support children's learning and development. They strive to provide a good range of experiences, which reflect the needs and interests of the children and help them to make good progress towards the early learning goals.

New staff and volunteers are effectively supported and undertake a well-informed induction to ensure they are familiar with the policies and procedures at the nursery. The staff's understanding of the Early Years Foundation Stage is good and they have the added benefit of the manager having achieved Early Years Professional Status who they can ask for support. Staff are supported and highly valued by the manager; as a result they create a happy and harmonious environment where children thrive. The manager is motivated and committed to continuous improvement in all aspects of the provision. She observes, monitors and appraises the staff regularly in order to identify any areas of practice that would benefit from training or personal development.

Daily safety checks are made before the children arrive and regular fire drills are practised with the children so that they know what to do in an emergency. Documentation for the safe and effective management of the nursery is well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted. Self-evaluation is used to highlight strengths and areas to improve the quality of the provision. For example, the manager is developing individual roles and responsibilities for staff members. Parent and child questionnaires enable parents to share their comments and suggestions.

The nursery staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. The effective partnerships developed with parents and with other providers, supports and eases children's experiences during times of transition. This ensures that children receive continuity of care and their learning is complemented, which means that their needs are fully met. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. One parent explained their child left the setting, only to return, as they missed Little Angels so much.

The Childcare Register

The requirements for the compulsory 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	EY407136
Local authority	North Lincolnshire
Inspection number	923794
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	23
Number of children on roll	48
Name of provider	Melanie Glentworth
Date of previous inspection	29/11/2012
Telephone number	01652 656 927

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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
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