

Little Angels Nursery School

30 Bochum Parkway, SHEFFIELD, South Yorkshire, S8 8JR

Inspection date	14/08/2013
Previous inspection date	23/07/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The children are happy and they have positive bonds with the practitioners who are sensitive to their needs. Key persons appropriately use their observations to monitor and track children's progression.
- Practitioners provide a safe environment for children and they implement nursery policies and procedures well, which contributes to sufficiently safeguarding children.
- New managers are enthusiastic about how they want to take the nursery forward in regard to improving the provision for children.

It is not yet good because

- Routines and use of the outdoor area is not flexible enough to support individual children's choices and learning styles, and deployment of resources and planning are too variable to ensure children consistently experience a stimulating and challenging learning environment.
- Practitioners do not complete the progress check at age two to be able to swiftly identify and address any early strengths or concerns with regards to their development.
- Practitioners sometimes do not promote children's self-care skills, independence and understanding about making healthy choices.
- Practitioners do not always gather or share sufficient or regular enough information with parents, for example, about their children's starting points on entry or their ongoing progress so that they are able to extend their child's learning at home.

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 spoke with the manager, registered person and other practitioners at appropriate times throughout the inspection.
- The inspector toured the premises and observed children of all ages playing indoors and outdoors.
- The inspector carried out a joint observation with the manager, she looked at children's learning records, planning documents, self-evaluation and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion.

Inspector

Helen Blackburn

Full Report

Information about the setting

Little Angels Nursery School was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Norton area of Sheffield and it is managed by an individual owner. The nursery serves the local and wider area and is accessible to all children. It operates from a converted listed building in the grounds of Mossbrook School and children are cared for in five rooms, dependent on their ages. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday to Friday, 51 weeks of the year, except bank holidays, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 54 children on roll, of these, 52 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan and make effective use of all resources and space to provide challenging and purposeful activities to support all children's individual needs, taking into account their likes and learning styles to ensure a stimulating well-resourced environment is provided both indoors and outdoors, to support children's all-round development and independent choice
- complete the progress check at age two for all children aged between two and three years and ensure it includes a summary of children's development in the prime areas, their strengths, and any areas where children's progress is less than expected, so that action can be taken to tackle any significant, emerging concerns to support children's progress.

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

- improve how practitioners support children in developing an understanding of the importance of a healthy diet, including providing opportunities for them to develop their self-care and independence skills at mealtimes
- improve communication with parents by gathering more detailed information from them about their child's starting points during initial assessments and by ensuring they are kept well-informed about their child's progress.

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

Overall, practitioners have a sound understanding of how young children learn, although, the quality of teaching is variable. They regularly observe children and use their observations to monitor children's progress across all areas of learning. This means they identify children's next steps in their learning and key persons are able to demonstrate how they plan for their individual children. Therefore, overall, they support children in making steady progress in their learning and this supports them in acquiring some skills to support their future learning, such as starting school. For example, children are happy, they have a positive approach to their learning and enjoy 'having a go'. Although practitioners complete a summary of children's progress as they move rooms, they are not accurately completing the progress check at age two. This is because their summaries do not include where children's progress is less than expected, they are not encouraging parents to share the information with their health visitor or agreeing with parents the best time to complete the check. Therefore, practitioners are not effectively identifying what support individual children may need to promote their future learning and progression.

Practitioners do plan some activities to support children's progression, based on their observations and children's next steps in their learning. For example, they use books and engage children in conversations so that they extend and build up children's vocabulary. This includes learning key words when children speak English as an additional language so that they can embrace and communicate with children who speak more than one language. This contributes to promoting children's language and communication skills. However, the quality of teaching is variable and planning and resources occasionally lack challenge for some children. During some activities, practitioners ask appropriate open-ended questions to encourage children to think for themselves. For example, when collecting nature items they ask children to think about the smells and textures they may find. However, on some occasions they do not take the lead from children to extend and enhance their learning. For instance, when young children enjoy blowing bubbles, including attempting to try and blow them unaided, practitioners put the activity away. Therefore, staff do not consistently respond to children's choices and likes, to maintain their interest, stimulation and to promote challenge.

Children enjoy books, and older children draw, they use twigs to make marks in cornflour and some children are able to recognise the letters in their name and attempt to write these. These activities sufficiently promote children's early literacy skills. Practitioners adequately promote children's mathematical development. For example, through rhymes and songs, younger children learn about number. When playing in the sand and water, children enjoy filling and emptying containers and this helps them to understand simple concepts, such as full and empty. Practitioners provide some opportunities for children to explore different media, such as, sand, water, paint and dough, although the majority of resources are plastic. Therefore, making use of natural resources to encourage younger children to develop their physical skills through exploring different textures, such as, ribbons, materials, wood and metal is not fully embraced within the nursery. Children are happy and they especially love being outdoors. For example, when playing outdoors they are a lot more animated in their play; this is because many of the children prefer to learn outdoors. Practitioners are not always planning for these preferences because they are not deploying and making effective use of all resources to facilitate this. For example, the outdoor play routine is timed and it lacks some flexibility. In addition, some rooms have direct access to the outdoor area but this is not utilised and because minimum adult ratios are maintained, some practitioners work alone in rooms. Therefore, they take all the children outdoors at once. This contributes to practitioners not always making effective use of resources and the space available to support children in playing outdoors in line with their choices and learning styles.

Children enjoy using their imagination, for example, as young children enjoy pretending to make tea in the play kitchen. Through sticking activities, older children enjoy using the leaves, twig and flowers they collect in the garden to create their own pictures. In addition, younger children enjoy exploring the musical instruments and taking part in singing activities. This sufficiently promotes their development in expressive arts and design. Children are appropriately learning about the world in which they live. They go on some outings in the local community, for example, visits to the local park and shops. Through resources, posters, books and activities that celebrate different cultural events and festivals, children are developing positive impressions towards all people in society. Babies access toys that they need to press buttons and lift flaps to make them work. Older

children use simple technology in their play and they care for their harvest mice. These activities appropriately promote children's progression in understanding the world.

Practitioners understand the importance of involving parents in their child's learning. They share with parents relevant information about the Early Years Foundation Stage so that they know how it is delivered in the nursery. They use daily dairies and care plans to ensure parents know about their child's day, such as, sleep and feed times. Practitioners hold parent's evenings so that they can share and discuss children's individual progress and they share summaries of children's progress when children move rooms. However, some parents feel they are not always kept informed about their child's progress on a more regular basis to fully enable them to extend their child's learning at home.

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

When children start at the nursery practitioners gather some relevant information from parents about children's individual needs. They use an 'all about me' booklet and admission documents to gather information. However, these pay particular attention to children's care needs, such as likes, routines, health and medical needs. Therefore, during these initial assessments and discussions with parents, practitioners are not always encouraging parents to share information about their child's abilities and progress. Therefore, this does not make full use of parents knowledge of children when planning continuity in children's learning and securing the transition from home. All children work closely with their key person and this means they build up strong bonds and positive relationships with them. Key persons are sensitive to children's needs and through comfort, reassurance and being close by, children receive the support they need. In addition, when children move rooms around the nursery, their key person is involved in their settling visits. This means children are happy, feel safe and settled at the nursery. This appropriately promotes children's personal, social and emotional development and it contributes to children having sufficient confidence to take on new challenges, such as starting school.

Overall, the learning environment for children and families is welcoming. However, practitioners are not always making effective use of resources available to them to ensure they consistently provide a stimulating and challenging space for children. For example, although they display children's art around the nursery, this is often pre-cut shapes, rather than examples of children's own work. Children behave appropriately for their ages and practitioners praise their achievements. They calmly explain to children the consequences of their behaviour and encourage them to share and take turns. This contributes to children having confidence, self-esteem and positive relationships with their peers.

Practitioners provide a clean and safe learning environment for children. They manage this because they supervise children's play; they complete daily safety checks and conduct regular risk assessments. Therefore, adequate safety precautions are in place to minimise hazards and accidents. Children are beginning to understand ways in which they can keep themselves safe. For example, practitioners ensure babies have the space and freedom to explore their environment, while being under their close supervision. In addition, practitioners involve children in fire evacuation practices so that they know what to do in

an emergency.

Practitioners take some steps to promote children's health and well-being. For example, they implement some policies and procedures to promote their health, such as adopting regular cleaning routines as a way to minimise illness and infection. Through routines, they encourage children to wash their hands at appropriate times throughout the day. This contributes to children understanding the importance of good hygiene practices. However, on some days the nursery meals are very high in carbohydrates at every meal. Therefore, practitioners are not making effective use of mealtimes to support children in making healthy choices. In addition, although on some days they encourage children to serve their own meals, which supports children's self-care and independence skills, this practice is variable. This does not therefore, not providing opportunities for children to develop these skills consistently. Through some opportunities to play outdoors, children are able to be active and enjoy the benefits of playing in the fresh air. When playing outside children enjoy riding bikes, throwing balls, chasing bubbles and running and chasing with their friends. This promotes their physical development and provides some awareness of the importance of exercise and leading a healthy lifestyle.

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

Overall, practitioners have a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners complete basic safeguarding training and designated persons complete advanced training, which means they have an appropriate understanding of the potential signs of abuse and neglect. This contributes to them protecting children from harm because they know which agencies to involve if they have any concerns. The nursery maintains a good range of documentation, policies and procedures and practitioners understand and implement these appropriately, and as a result, they keep children safe. For example, they understand why they cannot use their mobile phones in the nursery and they know to record all accidents. Adequate recruitment and vetting procedures, which include evidence of suitably checks on practitioners and induction programmes for new staff contribute to safeguarding children. Practitioners carry out risk assessments and regular safety checks, which means they take all reasonable steps to promote children's safety. This includes the adequate supervision of children through maintaining minimum adult to child ratios.

Practitioners, including new managers demonstrate enthusiasm and commitment to improving the provision for children. Through some self-evaluation and discussions at team meetings they have identified some aspects of the service that they can improve and as a result they have begun to implement some change. For example, through improved observation, planning and assessment arrangements they know their key children's abilities. However, they recognise their approach to self-evaluation is not yet fully embedded in practice. Practitioners have taken some steps to address the recommendations made at the last inspection. For example, by taking children on more outings, they are beginning to make use of the community to extend children's learning experiences. In addition, practitioners plan some outdoors activities for children, such as

collecting nature items in the garden. However, planning and use of the outdoor area is still not good enough, especially around making effective use of it to support children's individual learning styles. The programme of professional development and performance management are adequate. Most practitioners hold an early years qualification at level 3 and through appraisals, management explore ways to identify individual training needs. This means some measures are in place to improve practitioners understanding of how they can support children's learning.

Practitioners have sound relationships with parents. Through adequate communication and information sharing, practitioners meet children's needs and they are sensitive to their individual circumstances. They use diaries and care plans to ensure they are aware of children's individual routines so that they promote continuity in their care. However, when caring for older children during the school holidays, practitioners are not always planning activities to support their individual developmental needs. This means they are not meeting the requirements of the compulsory and voluntary parts of the Childcare Register. Discussions with parents establish that they are happy with the care their children receive. They say practitioners are friendly and that they feel confident to approach them to discuss any issues they may have. Practitioners relationships with other professionals and agencies involved in children's learning and care are sound. They share relevant information with them, to ensure learning is tailored to children's individual needs. This particularly supports children with special educational needs and/or disabilities or English as an additional language.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure all reasonable steps are taken to ensure the needs of each child are met (compulsory part of the Childcare Register)
- ensure all reasonable steps are taken to ensure the needs of each child are met (voluntary part of the Childcare Register).

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	300869
Local authority	Sheffield
Inspection number	915675
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	54
Name of provider	Jaspal Kaur Sall
Date of previous inspection	23/07/2012
Telephone number	0114 2376668

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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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