

Little Angels

Little Angels Nursery, The Limes, 81 Moor Park Avenue, Preston, Lancashire, PR1 6AS

Inspection date	23/08/2013
Previous inspection date	22/06/2011

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 gain a strong understanding of the importance of a healthy, active lifestyle.
- Children are keen, active learners, who are well prepared, physically, socially and emotionally, for their next phase of learning at nursery or school.
- The outdoor provision is well planned, stimulating and exciting for children and they learn very well about the world they live in through first hand experiences.
- The manager and staff are highly reflective in their practice and the manager is very organised, which means they have a strong capacity for improvement.

It is not yet outstanding because

- Some elements of the daily routines do not always fully support children in further developing their very good independence and self-care skills.
- Sometimes, the high standards of staff observation, planning and tracking are not always consistent across the whole of the nursery to maximise children's very good learning.

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 took a tour of the nursery, indoors and outdoors, with the manager.
- The inspector observed the quality of staff's teaching and children's learning during activities throughout the day.
- The inspector sampled documentation, including planning, children's learning journals and policies and procedures.
- The inspector held discussions with the manager and members of staff throughout the day.

Inspector

Linda Shore

Full Report

Information about the setting

Little Angels was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large Victorian house in the Moor Park in Preston and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four main playrooms and there are fully enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including two members of staff with 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 33 children attending, who are in the early years age group. 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 further improve the quality of the early years provision the provider should:

- enhance the very high standards of staff practice in observation, planning and tracking, so they are consistent across the nursery and help children to learn even more effectively
- improve daily routines to fully support children in developing their independence and self-care skills, for example, by creating more opportunities for children to choose when they sleep or when to play outdoors.

Inspection judgements

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

Children are happy and busily involved in purposeful activities. They are keen learners, who are actively involved in exploring and investigating through play. Staff provide rich and varied experiences based on their knowledge of children's interests. They have many opportunities to be creative, learning to use tools, such as scissors, to cut large strips of coloured tape to create their art work. Communication skills are developing well due to the very good quality interactions between staff and children. Children with English as an

additional language make very good progress due to close partnerships with parents and the support of bi-lingual staff. Children are developing skills for the future as they use computer technology regularly. Babies use interactive, push button toys and older children build on these skills as they access computers. All children show a keen interest in books and listening to stories, which fosters a continued love of reading.

Children enjoy a full range of excellent activities and resources outdoors across all areas of learning. Children learn about the world they live in through first hand experiences in all types of weather. The mud kitchen is very popular and children enjoy mixing and measuring as they make 'cakes'. They develop very well physically as they run around in open areas and explore their abilities, negotiating the course made of crates and jumping off at the end. They climb trees and build dens, creating cosy nooks to sit and chat. Children exercise their developing imagination and re-enact their real life experiences in the holiday role play area. Staff introduce number and matching skills outdoors as they match the coloured and numbered flip-flops and provide space and opportunity for children to relax with a book in the shade of the trees. The new outdoor area, recently completed due to a successful bid, provides a sensory garden and a natural wooden seating area, as well as climbing frames and tunnels.

Children progress quickly as knowledgeable, motivated staff observe children's ongoing interests and use this information, generally, well to plan the next steps in their learning. Staff know children very well and use this knowledge to complete children's record of achievement. Staff understand the different assessment processes, such as the progress check at age two. This ensures any need for additional support for children can be identified at this early age and acted upon in a timely way. However, occasionally, the high standards of staff practice with children are not completely consistent across the nursery to maximise children's learning. For example, staff in the baby room conduct observations and track progress less frequently than in other age groups.

Children who are interested in princesses have their interests reinforced and extended as staff continue to introduce activities and resources. Pasta necklaces and bracelets are made and children build a fairy tale castle. Home links with parents means children's interests and development are continued and supported at home as parents work with children to make bead necklaces. Therefore, children benefit from continuity of learning between home and nursery. This all means children are being well prepared for their next stage of learning within the nursery or at school.

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

Staff work closely with parents, gently settling children in, to ensure each child's transition from home into the nursery is a very smooth and positive experience. Each child is allocated a key person to support them and form a strong partnership with parents. Parent's voices are recorded, allowing children to hear the soothing sounds if they are unsettled and older children gain comfort from listening to the tapes. Parents have

discussions with their child's key person on a daily basis and gain confidence in staff's knowledge of their individual children. This helps staff to understand and meet all children's individual needs highly effectively. Staff are very caring and attentive towards children and get to know them very well as individuals. Consequently, children's well-being is enhanced as they form strong, comforting bonds with their key person.

Children clearly feel safe and self-assured with staff, freely and confidently approaching them with their comments and requests and inviting them to join in with play. The nursery is very well resourced and offers children an extensive range of play and learning experiences, indoors and outdoors. Resources are readily accessible. This teaches children to be very confident in their ability to make decisions by enabling them to make their own choices and selections, which heightens their sense of belonging and independence. However, some children, occasionally, have fewer opportunities to make their own choices about when they would like to sleep and whether to play outdoors or remain indoors to finish what they are doing. This means their decision making skills are not always promoted as well as possible.

Staff are superb role models of behaviour and treat children with kindness and respect. They are expert at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently well behaved as staff use positive strategies to help children learn right from wrong and manage minor behavioural issues.

Meals are varied, healthy and nutritious, encouraging children to make positive food choices. They are learning to care for themselves and develop their independence even further as older children serve their own food and control their own portion sizes. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands after toileting and before eating. Children understand how to keep themselves safe as they learn to take risks in a supported environment, competently using tools and rolling tyres in the garden, climbing and jumping off the crate obstacles. A healthy lifestyle is given utmost priority as children have daily opportunities for fresh air, daylight and exercise in the outdoor area. This, combined with children's involvement with the development of the new outdoor area, means they are gaining very good physical skills and a broad understanding of the importance of a healthy lifestyle. This all actively contributes to children being well prepared socially, emotionally and physically for their future transitions to school.

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

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. This contributes well to maintaining children's safety and protects their well-being. Effective staff deployment and safety practices help keep children safe. For example, in the outdoor areas, staff position

themselves effectively to ensure all children are in view and strict safety procedures are followed as children move from the building to the outdoor play area. This involves crossing a driveway and once children are in the gate is closed and made inoperable by children, ensuring they play and move around the setting safely.

Robust induction and vetting procedures ensure that everyone working with children is suitable to do so. The management team monitor the ongoing suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of the provision well. Staff work well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training.

Parents have high levels of regard for the service provided and feel the nursery values their opinions. Transitions for children moving on from nursery to school are also very well supported and adapted to suit children's individual needs. Children with special educational needs and/or disabilities make strong progress due to the joined up approach of all professionals involved with children's care. The nursery works closely with the local children's centre and is pro-active in developing the nursery further. Funding has recently been obtained and a new unit developed for the care of two-year-old children. This is helping to meet the needs of the local community as the demand for places increases.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions and they monitor and evaluate the provision well. The manager has a very strong understanding of the Statutory Framework for the Early Years Foundation Stage and her responsibilities ensure the learning and welfare requirements are met. Information on children's progress is evaluated to ensure that they have a full range of opportunities across all the areas of learning and make very good progress.

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	EY349403
Local authority	Lancashire
Inspection number	915629
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	33
Name of provider	G & P Sanderson Ltd
Date of previous inspection	22/06/2011
Telephone number	07843572634

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

