

# Angels By Day

Springfield House, Hucknall Lane, Nottingham, Nottinghamshire, NG6 8AJ

<b>Inspection date</b>	05/09/2013
Previous inspection date	29/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children use a well-resourced learning environment, which helps them make satisfactory progress in their learning.
- Children enjoy a wide range of interesting activities, many chosen by themselves. This means that they are engaged and motivated in their exploration and play.

### It is not yet good because

- Inconsistencies in the gathering of initial information with regard to children's individual care needs in the room for two to three-year-olds, result in some children struggling to settle, this effects children's emotional well-being.
- Observation and assessment of children's learning in the room for two to three-year-olds are not always accurate in identifying children's progress or their most relevant next steps in learning. This means that activities are not always tailored to offer sufficient challenge for all children.
- The monitoring of staff practice is not effective in identifying weaknesses in the quality of the teaching, observations, planning and assessment, which means children's progress is not as rapid as possible

## 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 observed children in free flow play and focused activities.
- The inspector spoke with the manager and the other staff members at appropriate times throughout the observations.
- The inspector observed children and examined the children's learning journals to establish their progress in learning.
- The inspector spoke to parents of the children who attend the nursery.

## Inspector

Tina Garner

## Full Report

### Information about the setting

Angels By Day Nursery opened in 2003 and operates from a converted farm house building in the Bulwell area of Nottingham, a short walk from the Moorbridge tram station. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. Children have access to outdoor play areas. The nursery serves families from the local and surrounding areas.

The nursery employs 17 members of child care staff. All staff members hold appropriate early years qualifications at level 3 and level 2. The nursery opens Monday to Friday from 7am until 6.30pm throughout the year, closing for bank holidays only. Children may attend for a morning, afternoon or a full day. There are currently 68 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting currently supports children with English as an additional language.

### What the setting needs to do to improve further

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

- ensure that every child's learning and care is tailored to meet their individual needs with particular regard to gathering clear and consistent information as children start at the setting
- ensure assessments of children's progress accurately identify their progress and clearly identify their most relevant next steps in learning and are used to shape learning experiences.

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

- develop systems to consistently monitor the quality of teaching, observations, planning and assessment, to ensure that children consistently receive a good quality learning experience that continually improves.

## Inspection judgements

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

Staff provide an interesting and varied range of activities for children to enjoy across all areas of learning. As a result, children make satisfactory progress in their learning and development. Generally, systems to assess children's progress are successful, especially for older children where staff use detailed observations and learning stories effectively. However, there are inconsistencies in the delivery of these arrangements in some areas of the nursery, such as to identify next steps in learning thoroughly for children in the room for two to three-year-olds. This results in some children not engaging in meaningful learning activities that meet their developmental needs and are fully matched to their stage of development.

Staff, generally, gain information from parents when their children first join. Ongoing involvement in children's development is encouraged. For example, children borrow 'Larry the Leopard' to take along on family trips and visits, after which parents are encouraged to complete the accompanied diary to share details of their activities and adventures. Staff talk to parents each day about their child's care and welfare. Parents can see their child's development record at any time and regular parents' evenings allow more specific time to discuss their child's all round progress in more detail. Staff are aware of the need to complete the 'progress check at age two' and a summary of children's progress in the prime areas is written.

Staff promote children's language skills soundly overall and, as a result, the children communicate confidently with them. In the baby room staff talk to children throughout the day, enabling them to develop their language skills by linking words with actions. This, along with reading familiar stories, supports their listening and language skills well. The staff outside comment on the noises that they can hear and this develops children's awareness of environmental sounds. Some staff repeat phrases so that children can hear words in context. For example, a member of staff repeat 'sticky, sticky glue' as a child completes a craft activity. Older children are encouraged to participate in daily activities to promote their understanding of sounds and letters, which helps develop their literacy skills. This also provides them with a suitable understanding for when they go to school.

Staff provide all children with a stimulating range of sensory materials to explore. Younger children use glue spreaders, paint pictures and manipulate soft dry sand. Older children show delight and interest as they handle corn flour and mix colours with palette paints. Children develop their hand control by using knives and forks when they eat their dinner. Children have good opportunities to make marks, for instance, using pencils and clip boards in the home corner to practise their early writing skills and freely access chalks and crayons for drawing.

Resources are well organised and promote children's independence as learners. Children are, generally, confident and developing independence. They choose freely for themselves. For example, babies pull objects and toys from boxes to explore and older children dress themselves, manage their own meals and drinks and are learning to ask friends for help. Children communicate their needs and feelings clearly. Younger children name animals they see in books and staff include some sign language to support communication for all ages and particularly for children with English as an additional language. Overall, children make satisfactory progress in their learning. They enjoy their

time at the nursery and develop positive attitudes towards learning, ready for school.

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

Staff provide a friendly welcome for children and their families. In the main, staff liaise appropriately with children's parents. Generally information is requested regarding children's care and development needs. This supports key persons in getting to know the routines and needs of their key group children. As a result, babies settle comfortably to sleep and go easily to staff for cuddles, which shows they feel safe in their care. This also contributes to their personal, social, and emotional development as they progress through the nursery and helps smooth transitions. However, information requested for children new to the setting in the room for two to three-year-olds is inconsistently gathered. This results in some children struggling to settle, as information regarding comforters, home routines and favourite toys is unknown.

Children enjoy the nutritious snacks and meals provided, such as snacks of hummus and cucumber. Staff incorporate ways of promoting healthy eating awareness into planned activities and topic work. This actively supports children in developing their understanding of a healthy diet. Staff encourage children to control their bodies. Pre-school children develop important physical skills when they climb the stairs, demonstrating that they have learnt to negotiate the steps safely and with confidence. Younger children develop skills in pedalling in the trikes, cars and negotiating the space outdoors. Staff provide babies with space and activities, which encourage them to move and reach out for their toys. This supports their mobility as they start to move through the early stages of crawling and begin to pull themselves to standing. As a result, staff actively promote children's physical health and development.

Children move around the different play areas throughout the day to make full use of the activities and to experience different learning environments. As a result, children are happy and excited as they change activities. Children behave well because they understand the expectations and routines. The staff act as positive role models through speaking to children on their level and explaining why certain behaviour is unacceptable. The children are involved in safe risk taking, which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around in the outside area. Staff link with external professionals involved in children's care and development to meet any additional needs appropriately, this includes schools children will move on to.

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

Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe. There is a buzzer to enter the setting and staff use the camera to observe who is entering the provision. Staff verify

visitors' identification and record their attendance at the setting. Staff deploy themselves appropriately to supervise children, such as when they play on large climbing equipment. They have a suitable understanding of their responsibility to record and report any safeguarding concerns they have about a child in their setting and have an appropriate policy and procedure in place. Accurate systems are in place to record any accidents and staff routinely share these with parents.

There are appropriate arrangements to enable suitable staff to work directly with children and the management team to assess their ongoing suitability regularly. This includes satisfactory induction and supervision arrangements overall. However, systems to monitor good practice and effective planning and assessment are weak, this has led to inconsistencies in practice, which means children do not learn as well as possible.

Staff develop professional relationships with parents and support them well in times of need. Staff offer advice and guidance to parents, such as modelling how children learn through play and how to support them in their communication skills. Parents are happy with the improvements that children are making and find the staff supportive. They value the daily feedback staff give them when they collect their child. There is satisfactory partnership working with other early years settings the children may attend and with health professionals. This supports staff in meeting children's individual needs and having a shared approach to their learning.

The management team have carried out a self-evaluation of the strengths of the nursery, this includes the identification of some areas for improvement. The provider has suitably addressed the recommendations raised at the previous inspection. Documentation for the safe and effective management of the nursery is well organised and updated to take account of revised legislation and best practice. This helps staff to ensure children's safety and well-being is promoted.

### **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

<b>Unique reference number</b>	EY248119
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	908611
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	111
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Angels By Day (Childrens Day Nursery) Ltd
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	0115 951 9915

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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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