

# Our Little Angelz Ltd

135 Speedwell Road, Yardley, Birmingham, B25 8HN

## Inspection date

Previous inspection date

14/11/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 successful implementation of the key person system enhances the relationship with children and their families. Children develop secure and trusting emotional attachments with their key persons and other nursery staff.
- Children behave very well. They play together and develop good friendships. This is because staff support children well through clear explanations and encouragement.
- All staff place high importance on children's welfare and safety. Effective policies and procedures are in place and implemented by staff. This means children are well protected.
- The transition arrangements in the nursery are highly successful in preparing children sensitively for the next steps in their lives, particularly as they develop the skills and aptitudes necessary to support their move to full-time school.

### It is not yet outstanding because

- Occasionally, children's full involvement in activities is interrupted when daily routines, such as snack times, are followed.
- Staff sometimes prevent children from learning through exploration by over directing some creative activities.

## 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 observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, the manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector carried out a joint observation with the owner of a creative activity.

## Inspector

Jennifer Turner

## Full report

### Information about the setting

Our Little Angelz Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in a purpose-built property in the Tysley area of Birmingham. It is managed by a limited company and serves the local area. The nursery is accessible to all children.

The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 5. The provider/manager is currently on the last year of the degree programme. Children attend for a variety of sessions. The nursery opens from Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year and there is an enclosed area available for outdoor play. The nursery provides funded early education for children aged two-, three- and four-year-olds. 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:

- review the daily routines in the nursery to enhance children's engagement in group activities with as little interruption as possible
  
- further review staffs' teaching styles to ensure that children's learning is maximised during creative activities.

### Inspection judgements

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

All children are making good progress in relation to their starting points. This is because staff have a comprehensive understanding about how young children learn and have a high level of awareness about how to progress their learning and development. Staff plan a broad range of activities that support children's interests and which focus on all the areas of learning effectively. Staff are very happy in their role, which has a positive impact in children feeling a wonderful sense of belonging. They actively join in children's play with fun and enthusiasm as together they play a range of musical instruments making rhythms and sounds as they bang drums and shake symbols. Staff have a good knowledge and understanding of how children learn and observations on children are assessed precisely, with their next steps incorporated into the planning.

Activities are tailored to meet children's individual needs and as a result, they make very good progress in relation to their starting points. The key persons know their children well and high expectations mean that children are suitably challenged to ensure that learning is effective and children are well-prepared for their next stage in learning. However, staff sometimes restrict children from learning through exploration by over directing some creative activities, so children are not fully able to use their own imagination; in addition, at time routines interrupt children's deep learning when they are fully engaged. Children's communication and language skills are promoted well as staff support children in their play, asking questions and engaging them in conversation. Interesting discussions ensue as children recall their visit to the nature centre and all the animals they saw. They talk about the habitats animals live in, food they eat and the colours of their bodies or feathers. Children delight in activities where they can explore their sensory skills. They enjoy feeling the texture of dried rice mixed with lentils and glitter and they pour these into different containers as they find hidden animals and objects.

Staff encourage babies to explore and imitate sounds, such as when playing with interactive, musical toys. Children enjoy participating in singing familiar songs and rhymes. For example, they eagerly join in with the actions as they sing 'If you're happy and you know it', 'Wind the bobbin up' and 'The wheels on the bus'. Even the youngest children listen and respond with great excitement when looking at books and listening to stories. Older children are excited as they reenact the popular story about hunting for a bear, pretending they are going through the 'long wavy grass', the 'thick oozy mud' and the 'swirling, whirling snowstorm'. Writing and drawing materials are easily accessible and children have regular opportunities to become familiar with the written word. For example, on arrival older children 'self-register' confidently looking for their name and picture label to display to show they are present. Children get regular opportunities to see their names on place mats, on their drawers and coat pegs and are encouraged and supported by staff to write their names on pieces of artwork. Consequently, children are acquiring useful skills in early literacy. Children have plenty of opportunities to develop physically when taking part in outdoor play, as they climb on static apparatus and ride wheeled toys.

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

The warm, welcoming nursery environment ensures all children feel safe, secure and valued. The strong relationship with their key person, other staff and peers enables children to explore the environment with confidence, enthusiasm and growing independence. Children use a wide range of resources and equipment confidently as staff plan the layout of the rooms to allow children to move freely and in safety. Children develop a good awareness of how to keep themselves safe. For example, staff talk to them about why they must sit down when handling scissors and to walk indoors. Children behave very well in the setting because they are effectively supported by staff who are positive role models. They respond well to praise, encouragement and age-appropriate explanations, which helps develop their confidence and understanding of expectations. All children are encouraged to be gentle and caring towards each other. Babies demonstrate this as they hug and kiss each other.

All children, including the very young ones are helped to develop their understanding of safe risk. For example, staff support them as they climb the outdoor equipment and small rockers. Children's good health is well promoted. Children are encouraged to make healthy choices ably supported by staff that join in mealtimes and use these opportunities to talk about healthy eating. They enjoy physical activity both indoors and outdoors in the nursery. Outdoors, children explore the variety of textures and levels where they can climb, dig or develop their skills as they use the wheeled toys. Transitions between rooms in the nursery are well supported as children visit the room they are moving to with their key person. A well-established partnership with the local school enhances children's transition to school through exchanges of information and visits.

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

The provider and staff have a good understanding of the learning and development requirements and promote children's learning needs well. The management and room leader monitor planning and evaluation in collaboration with all staff each week. For example, they track children's progress effectively and where children are recognised as requiring additional support, staff work well with parents and where necessary, other professionals. This helps to ensure each child's individual needs are recognised, supported and effectively met. The management seeks funding, in order to offer individual support to children requiring additional support. Staff have developed positive partnerships with local schools, which supports children as they make the move to 'big school'. Safeguarding arrangements are clearly known and understood by all management, staff and parents are made fully aware of the nursery's duty of care to act in the child's best interests at all times. Staff recruitment and selection procedures are sound and follow 'safer recruitment' guidelines. All staff have undergone the appropriate checks to assess their suitability, including Disclosure and Barring Service checks. There are clear procedures to ensure that any child's needs are attended to only by staff, who have been assessed through these processes to safeguard children. The safeguarding policy is effectively implemented and staff continually update their knowledge to ensure they are well-informed about their role and responsibility in keeping children safe from harm. Effective risk assessment carried out means that children move freely and safely within the nursery and outdoor area.

All staff are enthusiastic, capable and competent in their specific roles and responsibilities. Their ongoing suitability is continually assessed by the manager through regular supervision, annual appraisals and sharing observations of staff performance in their work. The manager and her senior team work hard to ensure all of the team have a good understanding of their responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. This is reflected in their good practice as the staff team work together well. All involved take time to reflect on their practice and the impact it has on children's enjoyment and achievement. They receive good levels of support and this helps to create a secure, working environment where they value each other's skills and abilities and are fully focused on the needs of children.

Secure partnership working with parents positively contributes to children's well-being and ensures their care and learning needs are supported well. Parents receive information about the service the nursery offers with staff, who are forthcoming in exchanging information with parents. Many ways are used to share and exchange information with parents, such as, regular newsletters, emails and daily handover communication books. Parents spoken to on the day of inspection speak highly of the nursery. They are very pleased with the care and education provided for their children. Some of the many typical comments of praise include, 'This is a great nursery', 'My child loves it here' and 'The staff just can't do enough for us.' They also comment on the welcoming atmosphere provided by staff, who know their children and families well.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463032
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	919394
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Our Little Angelz Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01217730495

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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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