

Little Angels Nursery (Carlisle) Ltd

28 Portland Square, CARLISLE, Cumbria, CA1 1PE

Inspection date

08/08/2013

Previous inspection date

31/05/2013

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

- Managers and staff are knowledgeable about the safeguarding and welfare requirements and implement them effectively, which means children remain safe and secure while at the nursery.
- Staff and parents work well together to share information about their children and support their learning and development at the nursery and at home.
- Staff are welcoming and friendly. They form close bonds with children, which helps them to settle easily and promotes their emotional well-being and sense of security.
- Teaching is good because staff provide a range of stimulating and challenging activities and resources, which interest and motivate children's learning. Consequently, children develop good skills in all areas of their learning and development.

It is not yet outstanding because

- Staff do not always make full use of everyday opportunities, such as mealtimes, to fully support children's growing independence, so that they can do things for themselves.
- There is scope for staff to make more use of visual aids, such as pictures and photographs, to further enhance communication with children with special educational needs and/or disabilities and help them to understand the routine of the day.

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 activities in five rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager in the pre-school room.
- The inspector held meetings with the manager of the provision and spoke to staff and children during activities.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the appraisal and supervisory records, the provider's self-evaluation form and policies and procedures.
- The inspector took account of the views of parents spoken to and read a number of questionnaires.

Inspector

Sandra Williams

Full Report

Information about the setting

Little Angels Nursery (Carlisle) Ltd opened in 2006 and is privately owned. It operates from a mid-terraced town house in Carlisle, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.45am until 5.45pm, all year round. Children attend for a variety of sessions. Children are cared for in playrooms on three floors and have access to an enclosed outdoor play area.

There are currently 100 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 17 staff working directly with children. The manager/owner of the nursery holds a management qualification at level 5 and employs a qualified teacher. There are 14 members of staff who hold early years qualifications at level 3 and one at level 2. The nursery receives support from the local authority early years advisors. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance opportunities to support children's increasing independence skills, for example, by encouraging them to serve their own food at mealtimes
- enhance methods of communication with children with special educational needs and/or disabilities, for example, by using a sequence of pictures and photographs to show the routine throughout the day.

Inspection judgements

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

The quality of teaching provided by the manager and staff is good. Initial information is gathered from parents about children during settling-in sessions. This information helps children's key persons to assess children's starting points and to get to know children well. Staff provide an imaginative range of activities that are appropriate to children's ages and stages of development. Staff skilfully support children in their learning by encouraging them to initiate their chosen activities and by listening carefully to their ideas. For example, children enjoy exploring natural objects, such as, shells, feathers and sticks.

Their interest in these items inspire craft activities, such as making 'stick people', which are proudly displayed on the walls. These activities encourage children to develop good skills in art and design and help them use their imaginations and creativity. Staff also provide many opportunities for babies and toddlers to engage in 'messy play'. They become engrossed in water play and painting, which enhances their sensory exploration. Staff enthusiastically praise children for their achievements, which clearly boosts their confidence and self-esteem.

Staff keep parents well-informed about their children's progress through daily talks with the key persons and the use of daily diaries. Parents are actively encouraged to be involved in their children's learning. For example, they are given ideas about how to support their children's learning at home by undertaking tasks and taking books home to read together. This supports children's communication and literacy skills well. Parents share what their children's learn and enjoy at home. They bring in photographs which are added to their 'All about me' files to contribute to their overall assessments. Staff accurately assess and track children's progress and plan for the next steps in their learning based on their individual needs and interests. They work closely with parents to undertake the 'progress check at age two'. This effectively identifies children's developmental stages and staff are pro-active in seeking early intervention for children who require additional support. All children, including those with special educational needs and/or disabilities, are making good progress towards the early learning goals, given their starting points.

Staff support children's good communication and language skills and help them to build their vocabulary during story time and singing sessions. For example, children enjoy sitting in the cosy corner listening to stories being read to them by enthusiastic staff. Good use is made of props, such as puppets and masks, to enhance children's engagement in the stories, resulting in children's sustained interest and concentration. Staff skilfully teach children to recognise sound and letters. They know that Monday begins with the letter 'm'. Staff ask what other words begin with 'm'. Children respond with words, such as 'monkey', 'mouse' and 'Milly'. They learn that 'hedgehog' begins with the letter 'h' and they take turns to trace the letter 'h' with their fingers. Children receive additional support to develop their language and communication skills when required. For example, children who speak English as an additional language are well supported at the nursery. Staff ask parents to provide words in their home language to use with children and display on the walls. This helps children to feel at home and aids their understanding and ability to participate in activities and have their needs met. Staff work closely with the speech and language therapist to enhance the communication skills of children. They also attend relevant training to extend their own skills in communicating with children with special educational needs and/or disabilities. However, they have not fully implement ideas learnt on the training to further support methods of communication, such as using a sequence of pictures and photographs to help children understand the routine of the day. Children have many opportunities to make marks with paints, crayons, chalks and water using rollers and brushes. Also, children have many opportunities to learn to recognise their names when they self-register, hang their coats on their pegs and find their name cards at mealtimes. These activities support children to develop good early literacy skills. Overall, staff support children well to ensure that their learning and development is in line with the expected developmental ranges for their ages and where this differs, that children are

making good progress in relation to their starting points. As a result, they are acquiring the skills and attitudes required for when it is time for them to attend school.

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

Each child is assigned a key person who gets to know them and their families very well. They work closely with parents, in order to gather detailed information about their children's care needs and routines when they first start attending. The strong bonds and positive relationships that are formed between children and their key persons help them to settle easily and to feel secure in their company. As a result, children's emotional well-being is very well supported. For example, when children are settling-in to the nursery for the first time, staff comfort them by knowing what they like to play with. This in turn helps them to feel happier and more able to separate from their parents during the transition phase between home and nursery. Parents and staff work together to create 'family photograph books' for children to look at and show their friends and staff. This further supports children to feel 'at home' and relaxed at the nursery.

The nursery is attractively decorated with children's individual artwork and photographs of children, their families and staff. This helps children to feel familiar and comfortable in their surroundings. Children confidently select from a wide choice of stimulating resources, which are stored at low-level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. The good level of adult attention and warm interaction ensures that children's personal, social and emotional development is effectively supported by staff, who praise and encourage them throughout the day.

Children enjoy playing in the well-equipped outdoor play area. They enjoy regular fresh air and exercise, which fully supports their physical well-being. Children learn from an early age about the importance of leading healthy lifestyles. They learn good skills in self-care as they are encouraged to wash their hands before eating their well-balanced, nutritious meals. Staff effectively teach children to judge risks and learn to use sharp items safely, such as knives to cut up their food. Children are developing good independence skills as they pour their drinks. However, their independence skills are not always fully promoted, for example, as they are not involved in preparing or serving their food. Children learn the importance of keeping themselves and others safe by abiding by the rules, such as not throwing sand around and by helping to tidy up their toys. Staff use clear boundaries and gentle guidance to teach children about behaviour that is acceptable. They treat children with kindness and respect and speak calmly to them. They also help them to learn about the importance of being kind and considerate to others. Children are well supported in their moves between rooms and to school, due to the close working relationships that exist between staff at the nursery and teachers at the local schools.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years

Foundation Stage. The thorough recruitment and staff checks undertaken by the manager ensure that staff are suitable and safe to work with children. The manager is the designated person for safeguarding and has a clear understanding of the role. All staff have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The policy includes procedures to be followed if there are allegations made against staff members. Children remain safe and secure due to the robust security of the premises and the vigilance of staff. The manager ensures that the correct staff to child ratios are adhered to at all times and that staff are effectively deployed. This results in children being well supervised and ensures that their individual needs are well met. Effective risk assessments undertaken inside and outside minimise hazards, in order to reduce the risk of accidents to children. Procedures for dealing with accidents are stringently followed. All accidents are recorded and parents are informed and asked to sign the accident records. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies should they arise.

The manager and staff have a very secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager has recruited and retained a staff team, who are experienced and well qualified and as a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. The impact of teaching on children's learning is closely monitored by the manager. As a result, a consistent approach is used by all staff to support children's learning and development. This means that children are supported effectively to make good progress in their learning and development. The manager monitors the planning and learning journals to ensure that a wide range of activities are provided to help children make good progress in all areas of their learning. She also checks that staff plan for children's next steps in their learning and that these are followed through. The manager monitors staff's practice closely on a daily basis and has thorough systems in place to address any under-performance issues should they occur. All staff receive a full induction to ensure that they understand all of the nursery policies and procedures. Annual appraisals and regular staff supervisions are undertaken to monitor the continued professional development, conduct and training needs of staff. Regular team meetings and training also effectively support staff well in their daily work with children. The manager has recently introduced weekly planning meetings for staff to share ideas and good practice regarding planning sufficiently challenging activities for all children. This mutual support and teamwork has been successful in supporting all staff in their planning and it has improved their professional effectiveness.

Partnerships between staff and parents are very positive. Parents spoken to during the inspection express positive views about the good level of care and education provided by staff. They have confidence that staff carefully follow stringent safety and security procedures to effectively keep children safe at the nursery. Parents comment on the good level of information sharing and find staff very approachable and helpful at all times. Written questionnaires were also inspected and were positive. Partnership working with external agencies and professionals, such as speech and language therapists and health visitors are very effective in ensuring that children are well-supported when required. Self-evaluation by the manager and staff is accurate and results in them maintaining a good

standard of care and education. They regularly take into account the views of children and parents to contribute to their thorough evaluation of the nursery. The manager and staff work closely with the local authority advisor and are committed to maintaining continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY319329
Local authority	Cumbria
Inspection number	931691
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	100
Name of provider	Little Angels Nursery (Carlisle) Ltd
Date of previous inspection	31/05/2013
Telephone number	01228 550503 or 01228 550560

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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