

# Angels Day Nursery

627 Walsall Road, Great Barr, BIRMINGHAM, B42 1EH

<b>Inspection date</b>	11/09/2013
Previous inspection date	02/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children make very good progress through expertly planned, exciting activities and sharply focused assessments. This means children are consistently building on their learning.
- Highly effective safeguarding policies and procedures are implemented and the premises are very secure so that children are extremely safe.
- Strong partnerships with parents and excellent sharing of information means that all children's needs are met. Staff involve them in healthy eating initiatives and children's health and well-being is given a very high priority.
- Innovative leadership and management result in highly effective partnerships with other professionals and local early years providers in support of children's learning.
- Thorough self-evaluation and monitoring ensures that children continue to receive high quality learning opportunities.

## 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 the three playrooms and the outdoor play area, including a joint observation with the manager of the nursery who is also the owner.
- The inspector held meetings with the manager, the manager of the sister nursery and the deputy manager of the nursery.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Angels Day Nursery was registered in 2009 and was re-registered in 2010 as a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and operates from extended semi-detached premises in the Great Barr area of Birmingham. The nursery serves the local area and is accessible to all children. It is open Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, all except three hold appropriate early years qualifications at levels 2 and 3. Children attend for a variety of sessions. There are currently 52 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and for whom English is an additional language. It receives support from the local authority.

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

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

- extend children's already exciting opportunities in the outdoor area so that they enhance their skills and independence through the use of a wide range of activities and resources.

## Inspection judgements

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

Staff have a thorough knowledge of how children play and learn. They plan rich and varied learning experiences for all children and use a range of resources very well to develop children's skills in all areas of learning. Staff observe children regularly and record in detail what they learn from their activities. Staff then evaluate their teaching and planning, which informs the next steps in each child's learning. Sharply focused assessments and three-monthly reviews mean that any gaps in children's learning are rapidly identified and addressed so that children make very good progress. Staff in the pre-school room keep meticulous records of all children's learning so that they have precise information on each child's achievements, which they build on each day. For example, they all know which numbers children can count to or which colours they know. This means they include daily opportunities for children to achieve the next steps in their learning.

Staff obtain detailed information from parents about what children know and can do, which provides them with a starting point on which to build. Parents speak to staff each day and staff and parents write in a diary for each child so that information is continually shared. This builds a complete picture of children's achievements and ensures their needs are met. Staff also use information from parents to plan around children's needs and interests so that they are fully engaged in their learning. Parents are very involved in children's learning as they are encouraged to support children at home and take part in regular play workshops, which also involve other family members. Staff encourage children's families to visit nursery to share their knowledge with children so that they learn more about growing plants and vegetables or about people who help us.

Babies enjoy 'painting' the flagstones with water to explore mark making. They feel a range of textures, such as, corn flour and water, paint or shaving foam. They access a wide range of push button toys, percussion instruments and books easily at low levels. Younger children develop their physical skills well through the use of a range of sit and ride toys, a small slide and other outdoor equipment. There is further scope to develop the already exciting outdoor learning environment through the addition of new resources to enhance all children's learning experiences even more.

Toddlers develop their early writing skills through their use of a range of mark making activities. They choose paper or whiteboards and concentrate very well for some time making patterns, encouraged by staff. Children are encouraged to persevere with jigsaws until they complete them so that they are challenged effectively. Staff extend their vocabulary by asking them about the pictures, naming animals and objects. They ask children to repeat the words and talk about what they like, so they develop their language very well.

Pre-school children are extremely well prepared for school as they use an interactive whiteboard and other resources to learn early reading and writing and mathematical skills. They count, order and match plastic animals and group them according to size or colour. Staff develop children's language and communication skills very well through planned activities, such as, describing objects in a feely bag. Children really enjoy this activity and are encouraged to think of words to describe what they feel. Children say it is 'hard,' 'soft' or 'bendy', then the children who guessed correctly that it was a spoon cheer with delight. All children explore the local environment through their visits to the shops, post office, pet shop and park nearby. They learn about people who help us from the many visits from the police, fire service, doctors or dentists.

Staff extend children's learning extremely well according to their interests or things they do at home. For example, a child's camping trip prompted imaginative role play in the tent and children developed this in their own way. Children who have English as an additional language are very well supported, as parents are encouraged to share words in their home languages and staff use their knowledge to ensure children learn English alongside their own language.

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

Children feel extremely secure at the nursery as they form very close bonds with their key person. Staff obtain detailed information from parents about children's needs and work closely with them so that children receive continuity of care. Babies settle to sleep easily, rubbed or stroked by staff and children are given comfort items from home if they are upset. They soon settle as staff are very kind and caring and are aware of their needs. Children are very confident in their interactions with staff and in choosing their activities.

All staff hold food hygiene certificates and the nursery has a four star rating from the local authority. Children are provided with healthy food and snacks and parents are involved in children's learning about healthy food. Menus are displayed for parents to see and staff record what each child eats on a daily basis, which parents say is very helpful to them. Staff advise parents on how to encourage children to eat vegetables at home, which parents appreciate. Children grow some vegetables at nursery, which helps them to learn where food comes from. They have access to their own water bottles at any time and are encouraged to be independent in their personal care, feeding themselves and keeping themselves safe. Staff give the highest priority to children's safety and well-being. Children manage risks safely as they walk on the tree stumps outdoors and discover a wealth of information through the visits from the emergency services and medical practitioners. This means they know what to do to keep themselves and others safe in a range of situations.

Behaviour is very good and staff manage this sensitively so that new children understand that they must have good manners and be polite to staff. They respond very well to this. There are very good relationships between all children and staff and children play very happily together as they learn to share the toys and take turns. Pre-school children wait patiently for their turn to have a feely bag or to count animals in a number game. They tidy up willingly and are familiar with the nursery routines.

Children's moves to new rooms in the nursery are managed very sensitively in partnership with parents. Children spend increasing amounts of time in their new room until their key person is happy they are settled and the child is ready to move. Staff share information about their progress and needs so that these continue to be met. Children are grouped together at the beginning and end of each day so they already know the staff and children, which helps them to feel secure when they move rooms. Transitions to school are greatly eased for children as staff have extremely close links with local schools. They attend meetings with school staff to pass on information about children. They take children to play sessions so they meet the new staff and become familiar with their schools. This means children are very happy and secure and extremely well prepared for school.

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

Highly effective, well-structured monitoring of all aspects of the nursery means that the provision is continually improving. The manager and staff are supervised regularly by the

management team and peer observations highlight areas for improvement. Ongoing evaluations of planning and teaching and excellent teamwork result in sharply focused improvement plans and individual staff targets. Staff shape their professional development through regular training and all staff cascade their training so that the nursery as a whole benefits from this. This means that children's learning opportunities continually improve. There is a highly successful and extremely well documented drive for improvement as all staff, parents and children contribute to the self-evaluation process. Identified areas for improvement are very quickly addressed and staff invite parents suggestions through questionnaires and comments.

The management team ensures that staff have a thorough understanding of the very detailed safeguarding policies and that these are implemented. All records are meticulously kept, which means staff analyse these so that children are extremely well protected. The premises are very secure and extremely robust procedures are implemented for the collection of children and all aspects of their safety. Staff are extremely vigilant in their supervision of children and they carry out very effective risk assessments for the premises and when outings are undertaken. The correct ratios of staff to children are maintained at all times, staff are effectively deployed and robust checks are carried out to ensure all staff are suitable to work with children. Children are kept very safe as a result.

The nursery is inspirational and innovative in its initiation of highly effective partnerships with other professionals and local early years providers. They arrange reciprocal visits with local schools and nurseries to share ideas and best practice. They find out more about teaching and routines so that staff can prepare children exceptionally well for school. The nursery receives advice from the local authority, which helps them to improve the provision. There are very close links with a wide range of health professionals with whom the nursery works in order to support all children's needs. The nursery owners contacted a local hospital to invite thirty junior doctors to the nursery. This was mutually beneficial in providing the doctors with valuable experience of how to put children at ease so as to obtain the information they need. It also helped children to learn about their bodies and to feel at ease during a visit to the doctor.

### **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>	EY412023
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	935124
<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>	31
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Angels Day Nursery Birmingham Limited
<b>Date of previous inspection</b>	02/11/2010
<b>Telephone number</b>	0121 358 7717

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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  
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