

Little Angels Day Nursery

Wickway Community Centre, 245 St. Georges Way, LONDON, SE15 6PL

Inspection date

Previous inspection date

17/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

2

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- Robust systems are in place for staff recruitment and training. This means children are cared for by suitably qualified and vetted staff.
- Partnerships with parents are good and information is shared about the children's progress to keep them informed.

It is not yet good because

- The quality of teaching is inconsistent which means children are not fully challenged during activities to fully enhance their learning and development.
- There is an over emphasis on adult led activities. As a result children are not always allowed to independently select the activities they wish to play with.
- The deployment of staff sometimes leads to staff working by themselves. This is breach of the Childcare Register requirements.

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 main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's disqualification and barring checks and the settings safeguarding policies and procedures. As well as partnerships with parents.
- The inspector carried out a joint observation with the manager.

Inspector

Rebecca Hurst

Full report

Information about the setting

Little Angels Day Nursery registered in 2013. It operates from single storey premises, situated in a community centre, in the Peckham area, within the London Borough of Southwark. There is an enclosed outside play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. It operates between the hours of 7am to 6.30pm Monday to Friday. There are currently seven children on roll of whom five are in the early years age range. Currently the setting is not in receipt of funding. Four staff, including the manager and the provider, work with the children. The provider, manager and one member of staff hold early years level 3 qualifications and the remaining staff member is currently working towards her level two qualification. The manager also has Early Years Professional Status.

What the setting needs to do to improve further

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

- develop activities so children are challenged through extending their vocabulary through the use of open ended questions during play
- develop planning of purposeful play through a mix of adult-led and child-initiated activities

Inspection judgements

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

The quality of teaching is inconsistent; although children are progressing well towards the early learning goals, there are missed opportunities to extend this further due to the inconsistencies. Staff are inconsistent in using open ended questions and as a result, during activities, children are not fully challenged to enable them to reach their full potential. Planning is effective in helping children make appropriate, and in some cases good, progress in their learning and development. Staff are narrowing the achievement gap with the children who have special educational needs and/or disabilities. Staff use the children's next steps in learning, their interests and views from the parents to plan to progress them with their learning and development.

Staff track the children's progress using appropriate guidance. This is used to identify whether children require any additional support in their learning. Staff also use children's individual educational plans successfully to work towards achievable targets. The

individual educational plans show children are making significant progress towards the early learning goals. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made.

Learning is suitably promoted because staff provide a good range of activities and experiences covering all areas of learning. This supports children, as activities hold children's interests to support them with their learning and development. However, there is an imbalance between the number of adult-led and child-led activities. Some staff lead the children around the room to play at certain activities, instead of allowing the children to choose what they would like to play with.

During outside play, staff provide the children with warm water to play with so the children can continue to explore. They spend long periods of time emptying and filling bottles and moving water between the water tray and the sand tray. They then use the wet sand to build different sized structures. Staff are not fully questioning the children during their play or using descriptive words to further develop language. As a result, staff are not able to fully promote children's overall thinking and understanding of what is happening during certain activities.

Children enjoy having unlimited access between the inside and outside play areas. They play between both areas and enjoy using the sand and water play to enhance their physical development. Staff encourage the children to play outside, but if they would rather stay inside staff stay with them and encourage their learning inside. This enables the children to choose where they want to carry out their learning.

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

Children are happy and settled in the nursery. They have secure bonds with the staff, which builds their self esteem and their confidence. Children enjoy snuggling up to the staff for cuddles, reassurance and support, for example. Staff teach children about healthy lifestyles by encouraging them to become involved in serving their own meals and through daily opportunities for exercise. Children need little reminding of the importance of hand washing and are skilled in turning the tap on in the bathroom to wash their hands after messy activities and before they have snack. Such experiences help the children gain the skills necessary for their eventual move to school.

Children learn how to keep safe. They participate in regular fire drills that allow them to learn what to do in an event of emergency. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They get down to the children's level and talk to them about their behaviour and the importance of being kind to each other. Given the children's ages and stages of development they behave well.

Children have freshly prepared meals which they are able to serve themselves. Staff

generally talk to the children about the food they are having. Staff are good role models as they sit and eat with the children to show them how to use the cutlery correctly. Regular nappy changes take place. This promotes the children's health and well being.

All resources are stored so the children can self-select them. This promotes further the children's independence skills. Resources are of a good quality and clearly promote the children 's learning across the different areas of learning.

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

The provider and the manager are aware of how to meet the safeguarding and welfare and the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Risk assessments are in place to enable children to play in a safe, well organised, and healthy learning environment both indoors and outside. However, the deployment of staff sometimes leaves staff members working by themselves if others are running late for their shifts. This is a breach of the Childcare Register.

The manager has only been in place for three months. She has a clear vision for improvement in the nursery. The manager can clearly identify areas that require improvement and the staff's clear strengths. However, these have yet to be embedded to secure overall improvement for the children and the setting. The manager is starting to role model to the staff how to talk with the children and use open ended questions. However, again this practice is not yet secure to fully support the children's learning and development.

Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. Children are safeguarded because they are cared for by staff who understand safeguarding procedures and know what to do if they have concerns about a child in their care. Staff benefit from regular supervision and the manager keeps track of staff development to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. An induction system is in place to support all new staff who work in the nursery. All staff are fully involved in all aspects of the evaluation to bring about outcomes for children.

The nursery's self-evaluation of their practice is good. Staff involve parents by gathering their views on the service provided. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- the registered person must ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times. (relates to both parts)
- the registered person must ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times.

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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY462486 |
| Local authority | Southwark |
| Inspection number | 921180 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 24 |
| Number of children on roll | 7 |
| Name of provider | Tinuola Alake Odeku |
| Date of previous inspection | not applicable |
| Telephone number | 0207 701 7971 |

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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
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