

Little Angels Nursery

Elim Hall, Fredora Avenue, BLACKPOOL, Lancashire, FY3 9NL

Inspection date

29/11/2013

Previous inspection date

26/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children are warmly welcomed into the setting by the friendly and approachable staff. This helps children settle easily, form strong bonds with their key persons and develop their confidence and independence.
- The well-organised, stimulating and imaginative range of resources and activities provide very good opportunities for children to explore and acquire good skills, ensuring they make good progress in their learning and development.
- The manager and staff are well qualified and experienced in their work with children. They have high standards and deliver a professional childcare service to the children and their families.
- All staff are well trained and knowledgeable about how to keep children safe and secure. They follow comprehensive policies and risk assessments to ensure that children are supervised and protected at all times.

It is not yet outstanding because

- There is scope to improve the daily routines for two-year-old children to include more appropriate, open-ended and sensory experiences.

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 main playrooms, and looked at a sample of assessment records and planning documentation.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the manager's self-evaluation form and improvement plan.
- The inspector held a meeting with the manager and the area manager, and looked at, and discussed, a sample of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parents' survey.

Inspector

Laura Kendall

Full report

Information about the setting

Little Angels Nursery first opened in 2001 and is on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The nursery is managed by Child's Play Limited and is situated in Marton, Blackpool. The nursery serves the immediate locality and also the surrounding area. It operates from three main playrooms on one level and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 4. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have 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:

- improve the daily routines for two-year-old children to include more appropriate, open-ended and sensory experiences.

Inspection judgements

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

The manager and staff have a good knowledge of how to support children in their learning and development. Initial information is gathered from parents about the children during settling-in sessions. This information helps children's key persons to assess their starting points and to shape activities to meet individual interests and needs. Staff provide an imaginative range of resources and activities that are appropriate to the children's ages and stages of development. The generally good balance between adult-led and child-initiated activities fully supports children to make good progress in their learning by encouraging them to initiate their own chosen activity. However, practitioners working with children aged two to three years, provide children with a fairly structured routine. For example, after children had just woken up from sleeps, they were then sat for snack time, then had carpet time where the team leader called the register and continued with colour and shape flash cards. During these times of the day children became uninterested and they lost concentration resulting in missed opportunities for learning and less time for more open-ended activities of children's choosing. Staff know when to join in with children's play and when to stand back and provide them with space to explore and play independently. For example, a small group of children choose to play with the play dough. They quickly become engrossed in their play and enjoy exploring the texture of the play dough and adding the flour to it. Children develop hand and eye co-ordination when pouring the flour out of the container. The children's learning is effectively enhanced as a

member of staff sensitively joins in with their play. She talks to the children about how the flour feels and uses language to encourage children to manipulate the dough. The staff member responds to children's ideas of making houses and supports children's conversation about who lives in a castle, which extends to where the children live. The children are enthusiastically praised for their achievements, which clearly boosts their confidence and self-esteem. These activities support children to make good progress in their personal, social and emotional development.

Parents are kept well informed about their children's progress through daily talks with the key persons. They are actively encouraged to be involved in their children's learning. For example, termly parents' meetings take place which give opportunities to exchange information and for the key person to support home learning opportunities. Parents also share what they know about their children's achievements at home, in order to enhance and build a complete picture of children's overall progress. 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 of children's achievements. This effectively identifies children's developmental stages and staff are proactive in seeking early intervention for children who may 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, staff ensure they are at children's level when talking to the children and clear instructions are given to the children. Children receive additional support to develop their language and communication skills when required. For example, the staff work closely with the speech and language therapist and they also use sign language to enhance their communication with some children. This helps them to participate fully in the activities on offer. There are electronic toys available, such as push button and remote controlled toys, as well as other information technology equipment, such as a computer and printer. These help children develop their skills in understanding how things work and promote the older children's growing skills and curiosity in learning how to operate equipment. Overall, children effectively develop the key skills they need for the next steps in their learning, including those required when it is time for them to attend school.

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

Children receive a warm welcome from the nurturing staff at this friendly nursery. Staff work closely with parents in order to gather as much information about their children when they first start attending. This helps staff to gain a good understanding of children's routines and individual needs. Therefore, staff sensitively support their emotional and physical well-being. For example, when children are settling in to the pre-school for the first time staff comfort them because they know 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. The excellent level of adult attention and warm interaction ensures that all children form positive and trusting relationships with

their key persons, who they often choose themselves. Children's personal, social and emotional development is effectively supported by the staff who praise and encourage them throughout the day.

Children have daily access to the outdoor area at the setting, which is encouraged by staff. They also visit a local park. They develop coordination by accessing resources, such as climbing equipment, balls and bikes. This supports their physical development and good health. These activities effectively teach children from an early age about the importance of leading healthy lifestyles. Children learn good skills in self-care as they are encouraged to wash their hands before eating their well-balanced, nutritious snacks. The children benefit greatly from rich opportunities to develop their independence skills during meal times. For example, they feed themselves using appropriately cutlery. Staff effectively support them to judge risks and keep themselves and others safe by not running inside, during climbing activities and by helping to tidy up their toys.

The nursery is attractively decorated with children's individual artwork and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources, which are stored at a 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. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Children are well supported in their move from the nursery to school, due to the close working relationships that exist with the teachers at local schools.

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

The managers and their staff have a very good overview of the setting. They are well supported by the local authority adviser. Their leadership is inspiring and sometimes innovative. They have excellent, effective relationships with parents and providers in the local community. All required policies and procedures are extremely well written and embedded in practice. Staff have a very good understanding of safeguarding and are clear about the process to report any concerns. Very robust safeguarding procedures ensure that children are kept safe and secure at all times. The inspection took place following concerns received about an accident to a child that had happened within the toddler room. The inspection found that staff dealt with the incident well and correctly followed all required policies and procedures, including doing their best to inform the parents. Risk assessments are clearly evident in each room. Most staff hold current first aid certificates to ensure they have up-to-date knowledge and skills to enable them to respond appropriately to accidents or medical emergencies.

Robust recruitment procedures and a rigid induction for all staff further ensures the safety of children. Staff training and development profiles ensure that all staff reach the high standard of expertise and care expected at the nursery. Staff morale is exceptionally high as they feel valued within the nursery and well supported by the managers. Staff are very well deployed throughout the nursery and management continuously review this through

peer observations and supervision. The key person system is well embedded. Children form positive relationships and families feel that the key person is a trusted professional who is a friend and is interested in the child's home life. Staff feel that they effectively support children to reach their potential and beyond. The child is constantly at the centre of the learning and development cycle.

Staff have an excellent knowledge and understanding of the requirements for the Statutory framework for the Early Years Foundation Stage. Observation, assessment and planning is effectively monitored so that key persons know their children in depth and can readily discuss their age and stage of development. Assessment includes children's level of involvement and characteristics of learning. Planning is robust, observations are very well written, linked to children's age and stage of development and used to effectively identify next steps in children's learning. This effective practice quickly identifies areas of need and highlights children's interests and is used to personalise planning and extend children's quality of learning. The management team effectively monitors and moderates all planning and assessment. Data is collected on each child and is used very effectively to track all areas of learning and identify particular groups of children or areas of provision where outcomes can be improved. Self-evaluation is very effective and is ongoing as staff continually reflect on their practice. Data is collected and managers reflect and review the effectiveness of the whole nursery. As a result, they know they are making a difference to the lives of the children. Partnerships with parents and other professionals are a key strength of the nursery. Extremely close links with the local health visitor has enabled the nursery to provide extra support for parents. For example, the health visitor comes into the nursery and weighs babies, children and siblings. Key professionals work closely with the nursery staff as a team to ensure all requirements of the Early Years Foundation Stage are met and children have consistently high quality of provision which is continued to their next stage of education. The high quality, effective nursery puts children at the heart of everything they do and every step is valued and celebrated. As a result, children are very well cared for and are highly motivated to learn. The nursery has a strong capacity to improve even further and managers and staff are rightly proud of their achievements.

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	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	403611
Local authority	Blackpool
Inspection number	942281
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	68
Name of provider	Sarah Louise Sloane
Date of previous inspection	26/11/2012
Telephone number	01253 766 400

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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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