

Little Angels

St Aidans Church Hall, Crompton Way, BOLTON, Lancashire, BL1 8UP

Inspection date	13/12/2013
Previous inspection date	18/04/2013

The quality and standards of the early years provision	This inspection:	
	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

- Babies and children are exceptionally motivated, very eager to join in and consistently demonstrate the characteristics of effective learning in this well-resourced, exciting yet homely and nurturing environment.
- Staff have an excellent knowledge of how children learn and provide a rich varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make rapid progress in their learning and development in relation to their starting points.
- All practitioners are exceptionally skilled and sensitive in supporting children to form secure emotional attachments. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Leadership is inspirational. The manager and staff team are totally committed to ensuring they provide a highly stimulating and exciting learning environment, both indoors and outdoors, where children have every opportunity to develop to their full potential.
- Partnerships with parents, other early years providers and external services are exemplary, which means that children's needs are quickly identified and exceptionally well met. Transitions in and out of the nursery are exceptionally well organised to promote continuity of care and learning.

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 children's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full report

Information about the setting

Little Angels was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in community premises belonging to St Aiden's Church, on the site of the local health centre in the Hall i'th' Wood area of Bolton. The nursery is privately owned. It serves the local area and is accessible to all children, having a lift to the first floor. Children are cared for in four rooms over two floors and there is an enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, the manager holds a BA (Honours) degree in Early Years and is currently studying for Early Years Teacher Status. Eight members of staff are qualified in childcare at level 3. One member of staff is qualified at level 2 and one has a play work qualification at level 2. One member of staff is unqualified and the nursery also employs a minibus driver.

The nursery opens Monday to Friday for 48 weeks a year and is closed on bank holidays. Sessions are from 7.30am until 6pm. The nursery also provides before and after school and holiday care for children attending several local primary schools. It operates a minibus service for transporting them between the nursery and schools. There are currently 119 children on roll, of whom 94 are in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and a small number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- consider the reorganisation of the presentation of information for parents to enable them to view what is most relevant and up-to-date more easily.

Inspection judgements

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

Babies and children thrive and are highly motivated to learn as they participate in challenging activities designed to capture their imagination and interests in this exceptionally high quality nursery. As a result, they consistently demonstrate the characteristics of effective learning. The environment, both indoors and outdoors, is exceptionally well resourced and organised into areas of continuous provision, which supports children's sense of curiosity and their natural desire to explore and investigate. Teaching techniques are consistently very strong across the nursery. Plans link to

children's interests and are flexible to take account of their spontaneous ideas. Children demonstrate a strong exploratory impulse, which is significantly enhanced because staff provide a wealth of interesting resources and materials for them to investigate. For example, babies explore an extensive range of resources, such as black and white objects, textured materials, mirrors, treasure baskets and pots and pans. Older children have a wonderful time as they make pies and cakes in the outdoor 'mud kitchen' and experience different textures and smells as they investigate bark, stones, logs and pot pourri, herbs and spices. Staff are committed to providing children with opportunities to play outside as they fully understand how important outdoor learning is for very young children. The installation of a canopy and provision of 'all weather' suits means that children benefit hugely from first-hand experiences of the weather and seasons.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Staff teach children to play cooperatively, take turns, share resources and collaborate in their play. For example, they build construction models together, extend and elaborate ideas and confidently invite other children to join them. Babies and children demonstrate high levels of independence as they confidently move around the indoor and outdoor environment and select their own choice of toys and equipment. Communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. They skilfully use a range of highly effective techniques, which have a significant impact on the progress children make in this area of development. For example, staff use open-ended questioning techniques to develop children's creative thinking skills and encourage them to express their thoughts and ideas. They provide a running commentary as they play and help children to expand on what they say by introducing new words and more complex sentences. Children develop their listening and attention skills as they sit in the carpet area and share experiences. For example, they describe where they have been at the weekend and talk about their home and family. Staff make excellent use of a systematic phonic programme to develop children's literacy skills and learn to link letters and sounds. Children are provided with endless opportunities to develop their physical skills. For example, babies have space indoors to move, crawl and roll along furniture. Children demonstrate their physical skills as they confidently use large climbing equipment, jump in and out of tyres and expertly manoeuvre bicycles in and out of obstacles.

Staff undertake purposeful observations and assessments that highlight individual interests and preferred learning styles. This information is used superbly in conjunction with their home experiences and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning journals illustrate the rapid improvement in their learning. These are maintained to an exceptionally high standard, detailing photographs of the children involved in a variety of activities, their artwork and regular observations, which are clearly linked to the seven areas of learning. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Children with special educational needs and/or disabilities are exceptionally well supported because staff work extremely closely with external agencies and outside professionals to ensure

they receive the appropriate intervention and support they need. Staff work closely with parents from the point of entry. They obtain detailed information to find out what children can do and use this information to establish children's starting points. Parents are able to access children's learning journals at anytime. They are provided with an array of opportunities to share significant experiences, interests and observations of their children's learning and achievements. Parents are kept fully informed of their children's progress through regular daily conversations and parents' meetings held twice a year. The nursery is also highly successful in encouraging parents to support their children's learning at home through the loan of resources, such as story sacks and reading books. Children learn about the transition to school through discussions, activities and visits to the nursery from school staff. These systems devised by the nursery ensure that reception class teachers are fully informed of children's stage of development and find out about their likes, dislikes and interests from comments made by key persons. A transfer document is prepared and shared with school staff to demonstrate children's progress and their stage of development. Staff have a very close relationship with schools and other early years providers, which some children also attend. This ensures that they experience consistency of care and education to maximum effect. The highly successful strategies in shared learning ensure children are extremely well prepared for the next steps in their learning and school.

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

The key person system is highly effective and well embedded, which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Staff complete daily diary sheets to inform parents of babies' routines. Older children's parents have the option as to whether they want to continue to receive written records and many prefer to receive the information verbally. Children select resources independently and learn to plan and initiate their own learning as they explore the high quality resources and activities provided. Staff teach children to adopt a 'can do' attitude to help them understand that they get better at doing things through practice and that they can learn through making mistakes. Babies have their own 'family box', which contains photographs of people who are special to them, comforters and blankets sprayed with the scent of parents to further enhance the settling-in process and enrich their sense of security. They are happy and content and in the nursery because staff have an excellent understanding of their needs through 'All about me' information provided by parents on entry to the setting. There are excellent systems in place to support children as they move rooms within the nursery. For example, learning records are shared with the new key person and taster visits are organised, which promotes a highly effective and seamless transition process. Children generally move rooms as they reach a certain age. However, the arrangements in place are extremely flexible and well planned, based firmly on the individual developmental needs of each child. This means that children settle quickly into the new environment and routines and soon build close emotional attachments with staff and make new friendships.

Children's behaviour is exemplary because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. They are involved in nursery rules and know to be kind to each other. Staff teach children to understand how

their behaviour affects others and think of ways they can help resolve the situation. Any minor disagreements are dealt with sensitively and calmly in line with the age and stage of development of each child and their level of understanding. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. For example, children know that they tidy up, so that they do not trip over resources and independently sweep up the sand 'because it makes the floor slippy'. Their learning is further enhanced as they discuss the dangers of fire and receive a visit from the local fire service. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors.

Children develop an extremely good understanding of their own self-care and the importance of good health. They independently help themselves to tissues to wipe their nose and instinctively know to wash their hands before handling food or after visiting the toilet. Staff consistently supervise children as they use the bathroom and encourage children to be independent, while at the same time stay close by to help children if needed. Children acquire a vast range of self-care skills through precise teaching and confidently demonstrate their understanding as they put on and take off their own coats. Staff help children learn about positive eating habits as they teach them about foods that are healthy and those that are not healthy. Staff promote good health and well-being in a very wide variety of different ways, for example, all children have regular access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. Children are provided with fresh drinking water and milk throughout the day as well as at meal and snack times. This ensures they remain hydrated. In addition, the organisation in each room of cosy, cushioned areas means that babies and children can rest, relax and play quietly.

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

Safeguarding is excellent because staff have a secure knowledge and understanding of how to protect and safeguard all children. Thorough and recently updated safeguarding policies and procedures are known by all staff and underpin the excellent practice and are available to parents. However, the hallway and parents' notice board are a little overcrowded with a vast amount of information available. While the information is important, it is not always displayed to maximum effect to make it easily readable or accessible. There is a rigorous procedure in place for recording complaints and the manager is fully aware of the Early Years Foundation Stage requirements to respond to written complaints within 28 days. Staff receive regular updated training in safeguarding and have an excellent understanding of procedures, so that they can manage any concerns they may have about a child's welfare or the behaviour of any member of staff, so children are fully safeguarded. Furthermore, the manager regularly 'tests' staff's knowledge by asking them questions about what they would do in a given scenario. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. There are highly effective systems in place to monitor staff's ongoing suitability and regular observations from the manager ensures this practice consistently maintains children's safety and well-being. Rigorous risk assessments for all areas of the

premises and outings, daily checks and consistent maintenance of the environment and equipment ensures that children can play and learn in safety. Extensive security measures, for example, the use of closed circuit television cameras, enable managers to observe all rooms and staff can check the identity of visitors who arrive at the front door. This means that children are protected from unwanted visitors and cannot leave the building unsupervised. Staff are deployed to maximum effect to ensure children are consistently supervised. The manager has a list of children who will be attending each day and deploys staff accordingly to ensure that ratios are met at all times.

Extensive support and liaison with a wide range of professionals and continual access to professional development training enables staff to implement the Statutory framework for the Early Years Foundation Stage with confidence. Peer observations are consistently undertaken to help staff to share their knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning. The nursery promotes a culture of mentoring and coaching to enable staff to continue to learn and progress in their roles as early years practitioners. Consequently, staff have a comprehensive understanding of the requirements to effectively monitor all children's skills and abilities and to ensure they continue to make excellent progress. Leadership is inspirational and the robust process of self-evaluation is extensive and highly effective in ensuring that the setting continues to improve. Staff reflect on their practice on a daily basis and the environment and resources are continually adapted to ensure they meet the individual needs of the children attending. Strengths and weaknesses are clearly identified and systems are in place to secure continuous improvement, including the ongoing review of planning, observation and assessment procedures. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. Systems for monitoring educational programmes, individual planning and assessment are highly effective, so that children receive a rich and varied learning experience based on their individual needs. The highly precise systems for assessment means that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals. In addition, the rigorous procedures in place for monitoring all children's progress and the subsequent analysis of the data, ensures that any gaps in learning are quickly identified. Consequently, additional support is put in place where necessary and the achievement gap is narrowing.

Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. Partnership working with other professionals and settings to support children's individual needs is exemplary, including at transition times. Parents are highly complimentary about the nursery and the care and education their children receive. They comment that they are well informed of children's progress and what they have been doing throughout the day, through daily verbal feedback and parents' meetings. They state that they can leave their children at the nursery with confidence, reassured that they are well cared for, safe and secure.

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	EY366742
Local authority	Bolton
Inspection number	945431
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	104
Name of provider	Karen Jackson
Date of previous inspection	18/04/2013
Telephone number	01204 306228

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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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