

Little Angels Day Nursery

Aveley Children's Centre, Stifford Road, AVELEY, Essex, RM15 4AA

Inspection date

Previous inspection date

26/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is good. A well balanced provision promotes high standards of learning for children in both the indoor and outdoor environment.
- Children's communication and language is very effectively promoted by all staff through the use of the Every Child a Talker and Babbling Babies support programmes.
- Children's progress is carefully and successfully monitored through an efficient assessment programme.
- Staff have a robust knowledge of the procedures to follow to safeguard children well, working in partnership with other professionals to promote continuity and supporting information sharing.
- A well managed self-evaluation and monitoring programme encourages staff to make ongoing improvements to further support children's learning and development and their safeguarding and welfare.

It is not yet outstanding because

- Children with English as an additional language are not always supported as well as they could be because staff do not always use resources and keywords in their home language to build their confidence.
- The verbal information that parents give about children's learning at home is not always used fully to inform the planning of children's next steps.

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 spent time in each room observing staff's practices.
- The inspector took into consideration comments gained from parents and carers.
The inspector sampled policies and procedures as well as viewing records and
- documentation, including checking evidence of suitability and qualifications of practitioners working with the children.
- The inspector took into consideration the nursery's self-evaluation.
- The inspector sampled children's development records.

Inspector

Claire Parnell

Full report

Information about the setting

Little Angels Day Nursery was registered in 2013 as a limited company on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three playrooms within a converted primary school in Aveley, Essex. The nursery is privately run and managed. It serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3. There are four apprentices working towards early years qualifications and the nursery also employs a cook. The nursery opens Monday to Friday all year round. Opening times are from 8am until 6pm. Children attend for a variety of sessions or for out of school care. There are currently 95 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with 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:

- extend the use of resources and keywords in children's home languages to further support their confidence in communicating their needs

- use the verbal information gained from parents about children's progress at home more effectively, by making sure these details are incorporated in to the child's development profiles and are used when planning the child's next steps, to further promote continuity and a shared understanding about children's learning.

Inspection judgements

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

Children are progressing well. Their learning is supported by a knowledgeable team of staff who concentrate on each individual child's learning through a well-resourced provision both inside and outside. Children make very good use of the outdoor area attached to each room, as well as the large playground and grassed area. For example, children use books under a tarpaulin to act out reading books to others. The quality of teaching is consistently good with effective questioning techniques used to encourage children to extend their thinking on a one-to-one basis and during small groups and large group activities. Staff think carefully about how they challenge children's learning, sharing strategies to provide a consistent approach to children's achievements. The nursery uses effective strategies, such as Every Child a Talker and Babbling Babies, to support children's communication and language. For example, in the baby room, staff introduce

activities to encourage children to repeat simple words through songs and rhymes by singing familiar and new songs whilst building towers. This promotes children's speaking and listening skills as well as their physical skills and social interaction with others. Children take part with enthusiasm, eager to join in with the song. Staff cleverly challenge and stretch individual children who are at different levels in their development, encouraging them to consider the colours and height of each tower. Staff have a clear understanding of how to promote several areas of learning through one activity.

Children in the pre-school room are highly supported with their mathematical understanding. Number language is part of children's daily routine, and introduced through group discussions, songs and planned activities. For example, children weigh ingredients out using scales and spoons to help them to understand about changes in amounts as well as supporting turn taking and critical thinking. Staff use effective questions to support children's understanding of amounts, comparisons and contrasts during these activities. In the toddler room, children's interest in books is clear to see. Staff are aware of children's interests and engage children in learning opportunities that supports these interests and helps to move children to their next level of development. For example, staff encourage children to use books, explore the contents of the book that they enjoy and talk about their experiences of animals and the world around them. Children explore and experiment with resources, working out how things work. They use the magnets on the trains to connect them together, change the trains and experiment with how long the trains will stay together if held up in the air.

The successful assessment programme thoroughly supports and monitors children's ongoing development. Staff gain starting points from parents when their children first start attending and use these to identify children's interests and enable their next steps to be planned for. Planning is very effective. Staff work well together to support every child, providing resources, activities and time to work towards individual children's achievements. Observations are evaluative, providing a clear tracking system to show what stage of development a child is at and how this has been achieved. This information is used to provide regular reviews of children's progress, including the progress check at age two. This clearly supports children in gaining the skills they need for their future learning and ensures parents are kept informed about their child's progress. However, there is scope to strengthen these arrangements by using the information that parents share about what their child learns at home more effectively within the child's learning profile so that these details are included when planning the child's next steps.

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

There is an effective key person system in place. Children settle quickly due to the interest and attention the staff give to each child's home life and routine. This supports children's positive and secure relationships with their key person and other staff working in their rooms. Children's transition to the next room is supported well by a gradual settling period that is catered for the individual children's levels of confidence and enthusiasm to mix with new and older friends. Children throughout the nursery have opportunities on a daily basis to interact, using the outdoor area, but staff are very aware of keeping younger children

safe in a shared environment. The transition to schools is supported well, with staff sharing information with schools and developing relationships with reception teachers who visit the nursery prior to children moving to school. This helps children to get to know new people in their learning lives and to provide a consistent approach to children's ongoing development.

Children enjoy healthy foods and snacks, with a progression throughout the nursery for children to serve themselves and make choices to meet their dietary requirements and their preferences. Drinks are freely available for all the children throughout the day. Staff are very vigilant and act quickly when children are unwell, taking their temperatures, offering them fresh drinks and cuddles to provide the comfort they need. Children are monitored carefully and regularly and action is taken to contact parents if they continue to show signs of being unwell. Children take part in outdoor play every day and for most of the day. They use large equipment, such as ride on cars and bikes, to promote physical skills in moving as well as gaining fresh air to promote their well-being. Children develop increasing amounts of independence, making choices for themselves and making decisions. This is encouraged by all staff who give children options and encourage children to do things for themselves. For example, children decide if they want to put their coats on when they play outside, learning to consider the temperature outside as to whether they need extra warmth. Children are supported to develop good hygiene practices according to their age and stage of development, including through explanations for very young children through to pre-school age children learning to be independent skills. Staff are good role models, showing children through their own routines how to promote their health through effective hygiene practices. Children learn to keep themselves safe from an early age. Young children are reminded not to eat dough in the baby room and are carefully monitored to ensure they do not put things in their mouths. Children in the toddler room are given simple explanations about toys left on the floor and their hazards. Pre-school children show a clear understanding of wearing high-visibility vests in the home corner to show who is playing on the upper levels to promote their safety. Children's behaviour is good. Staff act as positive role models for children, supporting each other and working as a cohesive team. Children respect each other, developing a sense of belonging and taking pride in their nursery.

Children's understanding of equality and diversity is promoted very well throughout the nursery. Children have access to a good range of resources and learning opportunities to support their understanding of differences and they celebrate many festivals and cultural experiences to gain a clear knowledge of how people live around the world. Staff have a very positive attitude towards sharing experiences and gaining information from parents and children themselves to support their own understanding. Children with special needs and/or disabilities are supported well through the use of outside agencies to gain information to provide a personal programme of learning using small steps of development through their planning. Staff use individual educational plans to help children achieve and to help close any gaps in their development. The nursery has many children with English as an additional language attending. Some children speak multiple languages. Staff gain basic information from parents to help support these children but do not consistently use key words to build children's confidence and help develop children's use of their home language alongside their use of English. The nursery has some resources which are used to reflect and value children's home language, although these are not always used to best

effect to promote children's confidence to use their own language to communicate their needs further.

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

The staff are very clear about their responsibility and role in helping to keep children safe. They have a secure knowledge of the procedures to follow if they have concerns about a child in their care, with plenty of guidance available to them to refer concerns to outside agencies. Thorough risk assessments are carried out to provide children with a safe and secure environment in which to play. An effective recruitment process is in place to provide children and their families with suitably checked, experienced and qualified staff. A well thought out induction programme enables new staff to be fully aware of how the nursery works and the requirements of the nursery's registration. Policies and procedures are regularly updated and accurately reflect the positive ethos of the nursery. Records are kept secure and confidential. These records, such as attendance, accident and existing injuries, promote children's welfare effectively.

The nursery has a strong management team who work as positive role models to other staff, providing a consistent and continual approach to leadership and management. A well-thought out appraisal and supervision programme fully supports staff's ongoing development and professional training. The whole staff team are dedicated and committed to attending training, developing their knowledge and making changes to practice to provide an up-to-date and forward thinking service for children and their families. The educational programme, quality of teaching and the assessment system is carefully and effectively monitored by the management team who use this information to inform the self-evaluation system and make plans for future changes in practice. Staff show an eagerness towards gaining information and making immediate changes to their practices, responding well to feedback from different professionals.

The partnerships with parents is strong. Parents make very positive comments about the care and development that their children receive in the nursery. Parents feel part of the nursery and contribute towards children's routines on a regular basis. Parents receive plentiful information about children's achievements and progress and most actively give staff verbal information about their children's learning at home. However, this information is not always used to best effect to inform children's development profiles or used effectively to plan for children next steps. The nursery has very professional liaisons with other settings and other agencies. This provides families with a consistent approach to supporting their children's learning and development as well as their safeguarding and welfare needs.

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	EY469275
Local authority	Thurrock
Inspection number	940183
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	95
Name of provider	LADN Limited
Date of previous inspection	not applicable
Telephone number	01708866093

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

