

Little Angelz Day Nursery

Angels House, 54 Humberstone Gate, LEICESTER, LE1 3PJ

Inspection date

Previous inspection date

29/11/2013

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

- Children's understanding of the world is well supported because staff provide many experiences to bring children's learning to life.
- Staff have a good understanding of how to keep children safe and this is supported by a detailed safeguarding policy which is clearly understood and implemented within practice.
- Teaching is generally strong and there is ongoing training to support staff to promote children's learning and achievements so they make rapid progress.
- Children's understanding of how to keep themselves healthy is well promoted and understood. This is supported by good hygiene practices to minimise the spread of infection.
- There is a robust system in place to monitor the quality of teaching and learning and continued professional development through good quality training, which is given high priority.

It is not yet outstanding because

- The outdoor learning environment does not consistently offer activities to enable children to fully develop across all seven areas of learning.
- There is room to further enhance children's learning by ensuring that staff have a good understanding of the signs of deep level learning and involvement and when not to intervene.

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 and staff practice in both rooms and the outdoor play area.
- The inspector and the manager carried out a joint observation of a story telling activity carried out in the pre-school room.
- The inspector held discussions with staff, management, children and parents throughout the day.
- The inspector looked at children's assessment records, development files, planning documents, sample policies and procedures, menus, accident/incident records and evidence folder.

Inspector

Elizabeth Coull

Full report

Information about the setting

Little Angelz Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Angels House in the city centre of Leicester. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. There are currently a total of 19 children on roll, all of whom are in the early years age range and attend for a variety of sessions. The nursery school 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:

- enhance staff understanding of recognising children's deep level learning so they can be more skilled in deciding appropriate times to intervene to prevent learning opportunities from being lost

- extend the outdoor learning environment so it is consistently resourced with challenging activities covering all seven areas of learning.

Inspection judgements

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

Children are well supported in their learning and development because the manager and staff are knowledgeable and enthusiastic. Children of all ages are provided with a stimulating and challenging range of resources indoors, that effectively cover all seven areas of learning. However, while the setting's outdoor area always promotes children's large muscle skills, it does not consistently offer opportunities to extend development across all areas of learning. Resources indoors are clearly labelled and stored effectively to encourage children to make independent choices that meet their interests. The learning environment is well laid out to encourage children's independence. Staff provide a good combination of adult-led and child-initiated activities during which they offer praise and gentle support. As a result, children are excited and motivated to learn, showing deep level learning as they become highly involved in activities. For example, children in the

three to five's room take part in a story telling activity using visual props. A member of staff models the activity by using the props to make up a story. Her animation and enthusiasm captures the imagination and interests of the children. Afterwards, the children are offered the opportunity to tell their own stories. The staff member gently supports the children by allowing them time to think but also skilfully questioning them to extend their thinking and understanding. The children display characteristics of effective learning as they think of new ideas and change their strategies as needed.

Staff plan effectively to ensure that the learning environment is age appropriate, challenging and provides activities to meet the children's individual needs. Generally, the quality of teaching is good, at times instructions are over directive leading to children's deep level learning being interrupted unnecessarily. For example, at snack time two children are very highly engaged in an early writing activity making marks. Staff ask all of the children to stop what they are doing and tidy away ready for snack. Because of this some children's involvement levels are disturbed and learning interrupted. Activities are planned according to children's interests and developmental needs. Regular significant observations are taken of the children's learning and this information is then used to inform the planning for the following week. Children's next steps are clearly identified in observations and specific activities are provided to enable each child to meet identified goals. On entry to the setting parents provide information, which in addition to observations, helps staff to form an accurate assessment of children's starting points. This information is transferred onto a tracking document, which enables staff to easily identify the progress that children have made. Consequently, children in the setting are making good progress in relation to their starting points.

Staff use effective strategies to ensure that children with English as an additional language are included and supported to achieve. At tidy up times staff gently ring a bell to gain the attention of all of the children. They then use labels and signs to help communicate what is going to happen next. The children respond well to this and all children have an understanding of what has been asked of them. Consequently, children's listening skills are also enhanced, which helps to ensure that children are well prepared for school. Children experience a varied curriculum through carefully planned themes throughout the 'years'. As part of these themes staff strive to bring learning experiences to life by making good use of local facilities, such as, the museum, local fruit and food markets and local shops. This helps to support children's understanding of the world. For example, when children are learning about the different seasons, staff supervise the children on a shopping trip to a local charity shop to purchase some winter clothing to extend this activity. Children's mathematical understanding was extended as they talked about how much the item cost and how much change they would receive. Although themes are planned in advance staff are mindful of children's ever changing interests and abilities. Also, staff understand the need to re-shape tasks and change activities to accommodate this. Parents are well informed of their children's learning through regular parents' evenings. Parents speak positively about the information gained during parents' evenings and see this as an opportunity for a two-way flow of information about their child's learning.

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

Staff create a nurturing and welcoming environment, and therefore, the children are very happy and settled. Children's work is nicely displayed on the walls, which helps to give the children a sense of pride and belonging. Children form secure relationships with staff because there is a good key person system embedded. Staff have a strong partnership with parents, which ensures that staff have an excellent knowledge of children's background. Parents are encouraged to play a key role in the setting. For example, during a recent open day one of the parents did some face painting, while another parent showed around other prospective parents. Parents are actively encouraged to input comments and suggestions about the provision. Parent feedback forms are sent out twice a year and there is also a wish tree in the entrance hall. Parents take a leaf to write a comment on and then stick in on the tree. Children's transitions are well supported both into and within the setting. New children are offered pre visits before starting at the setting. Parents are encouraged to stay during these visits to share information with staff and familiarise their children with their new surroundings.

Excellent attention is given to encouraging children to adopt a healthy lifestyle. The children are provided with freshly cooked, nutritious meals and snacks as part of a balanced and carefully planned menu. Children adopt exemplary hygiene practices. At hand washing times, staff extend children's understanding of minimising the spread of germs by singing the 'wash your dirty hands' song. Staff maximise opportunities for quality interactions during care routines, such as nappy changing. Staff talk to children about their families, pets and other things that are familiar. This helps to secure the bonds between children and staff and in turn promotes children's emotional well-being. Staff help to minimise the risk of cross-infection by wearing protective clothing during nappy changing, such as disposable gloves and aprons and surfaces are always clean.

Priority is given to keeping children safe, so they can move safely and freely both indoors and outdoors and staff are vigilant and supervise children very well. Children learn to take risk while supervised and involved in physical play outside. The main entrance to the nursery is operated by a camera and intercom system, which only experienced staff answer. Children are kept safe when on outings through the use of reflective jackets, reins and ensuring that children hold hands at all times. Children who require extra support are effectively supported in their learning, development and general welfare. The nursery works with external agencies to maximise children's all-round development while meeting their ongoing and changing needs. Staff skilfully use signs and symbols to enhance the already good communication and language skills of children, while encouraging all children to be involved in activities and have a secure sense of belonging.

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

The manager and staff demonstrate a good understanding of their responsibilities to meet the welfare and safeguarding, and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The nursery has a

comprehensive safeguarding policy and procedures in place and these are effectively implemented. To further enhance children's safety the nursery maintains a comprehensive range of detailed policies and procedures. These include managing children's behaviour, risk assessment, safe recruitment, special educational needs and/or disabilities and monitoring of accidents. Robust recruitment and vetting procedures, which include evidence of suitability checks on all staff working on the premises, ensure they are suitable to work directly or indirectly with children. Through good deployment of staff and high adult to child ratios, children are well supervised during play, which contributes to safeguarding the children.

The manager is passionate and committed to providing a good quality early years experience for all children. Continuous professional development is given high priority and because of this staff have a generally good knowledge of how children learn and develop and how to provide a broad and challenging range of experiences. Staff are suitably qualified, and undertake training in-house, through staff meetings and externally to support their ongoing skills. The quality of practice is regularly monitored as the manager plays a very hands-on role in the delivery of the curriculum. This ensures that teaching is usually of a continuously good standard. As a result, children make good progress in their learning and development. A robust self-evaluation process ensures continuous improvement. The self-evaluation takes into consideration information from parents, staff, children and other agencies, such as the local authority and the special educational needs co-ordinator.

The manager fully understands her responsibilities to work closely with other agencies to support children's additional needs. The setting is currently working closely with the special educational needs co-ordinator and the speech and language therapist to support children who speak English as an additional language. Subsequently, children have made significant progress in relation to their starting point. Staff form good partnerships with parents, which enables them to support children well in line with parents' wishes. Good information is available to parents, such as, on noticeboards, regular newsletters and through social media sites, with permission of parents. Staff provide ongoing feedback about children's time in the nursery, including their learning and development progress. In addition to daily exchanges of information, parents' evenings are held to discuss children's progress in more detail. Parents speak very highly of the setting. One parent explains how supportive staff have been in helping with her child's communication difficulties. She goes on to say that they have shared information every step of the way and explained what she can do at home to help his development. Another parent talks about how warm and caring the staff are and how well her child's counting has come on in the small amount of time he has been in the setting.

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	EY463996
Local authority	Leicester City
Inspection number	919903
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	19
Name of provider	Little Angelz Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0116 2519329

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

