

# Little Angels Childcare Nursery Limited After School

Huyton With Roby C of E Primary School, Rupert Road, LIVERPOOL, L36 9TF

<b>Inspection date</b>	16/07/2014
Previous inspection date	09/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have good links with the school, for example, they regularly exchange information that can be used to meet the needs of children. Activities complement the learning in the school in which children spend most time.
- Children are settled into the club in a sensitive manner. As a result, they become familiar and feel at home in their surroundings.
- Teaching is good because learning experiences are tailored to meet children's needs and interests. Staff use information to plan a good range of activities. As a result, children make progress given their starting points.
- Staff have a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.

### It is not yet outstanding because

- There is room to further develop ways to encourage parents to share even more information about what their child is learning at home.
- Occasionally staff do not promote consistent routines for hand washing before eating snack, to ensure that children learn about the importance of good hygiene practices.

## 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 club hall and outside play area.
- The inspector discussed children's progress and sampled assessment files.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.
- The inspector had discussions with parents, staff and children.

## Inspector

Kellie Lever

## Full report

### Information about the setting

Little Angels Childcare Nursery Limited After School is one of three provisions owned by a limited company. It opened in 2011 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Huyton with Roby Primary School in Liverpool. Children are cared for in a room with adjoining kitchen and toilet facilities. The out of school club opens Monday to Friday, from 3.10pm to 5.30pm, during term time. A holiday club operates during school holidays from 9am to 5.30pm. There are currently 42 children on roll, seven of whom are in the early years age group. The club employs three members of staff. Of these, 2 hold an appropriate early year qualifications at level 3 and one is unqualified. The club supports children with special educational needs and/or disabilities. The registered company provide the club with additional management support and access to a person with Early Years Professional status. The out of school club receives support from the local authority.

### What the setting needs to do to improve further

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

- strengthen the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning and development
- support children's developing awareness of good hygiene practices, with regard to promoting consistent routines for hand washing before eating.

### Inspection judgements

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

Staff have a secure knowledge of how to complement children's learning and development in a play-based environment. Staff provide good quality childcare. Children readily come into the club after their day at school. The familiar, welcoming environment means children enjoy the social occasion and talking about what activities they are doing during their school day. Children learn to wait their turn and develop their speaking and listening skills as they respond only when other children have finished talking and responding to the good questioning skills of staff. The effective organisation of the resources and the discussion of the activities, enables children to make choices and decide their own play. Staff have a good understanding of how to support children and help them grow in confidence. For example, younger children invite staff into their play as they build a tower of small blocks and take it in turns to remove one at a time. Consequently, children are learning and developing the key skills necessary to support them well in their future learning.

Teaching is good because learning experiences are tailored to meet children's needs and interests. The learning environment provides children with experiences across all the seven areas of learning throughout the sessions and therefore, children's progress is good. There are good systems in place for complementing the learning and development provided in children's school. Staff work well with the school to effectively guide planning for any areas that may need addressing, such as opportunities to practice handwriting or forming letters. These procedures ensure children's education is supported across both settings. Children have an individual learning journey record that reflects their starting points, ongoing progress and next steps. This means the club plan activities that target children's specific individual learning needs, including those with special educational needs and/or disabilities. Consequently, children make good progress in relation to their starting points. In addition, this ensures that children gain a good range of skills to support their future learning needs. However, although staff gather very good information from parents when children first start, they do not always encourage parents to continue to share information about children's learning at home.

The club helps children to become aware of their own identity and different cultures through planned activities. Children take part in creative activities to celebrate a range of festivals, such as Chinese New Year. In addition, children use a variety of books and other play resources that reflect the wider world. Consequently, children learn to value and respect people's differences and similarities.

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

Children settle into the club very well. For example, familiarisation visits are provided for when children start according to each child's individual needs. Consequently, children have good support to become familiar with the club, which promotes their emotional well-being. This in turn, provides peace of mind for parents. Children are supported very effectively by staff during play and everyday routines to understand how to keep themselves and others safe. For example, staff explain to children the importance of not swirling on the ropes and sliding across the floor while other children are playing. As a result, children become aware of possible dangers around them. Staff are good role models and they demonstrate clear expectations for children's behaviour. As a result, children's behaviour is good and a caring and respectful environment is created. For example, older children involve younger children in team activities. This provides good peer support and reassurance for younger children.

The club provides a relaxed, informal and homely environment where children can enjoy time with their friends after their day at school. Staff know their key children well because they work closely with parents and the school, to ensure detailed information about children's care and needs is shared effectively. As a result, children demonstrate secure attachments with staff. Staff acknowledge children's achievements with praise, which means children feel good about themselves and have confidence in their abilities. Staff empower them to take ownership of the club and to make this their own. Children have set up a children's council and are encouraged to record their views and any changes for improvement they would like to see. These are reviewed by staff and actioned where possible. For example, children asked if they could start cooking and make smoothies. This

means children are actively involved in helping to shape the service to meet their needs, which further promotes their emotional well-being.

Children can access outdoor play every day. The outdoor area is well resourced and provides good opportunities for both physical and exploratory play and children enjoy using the large space on the school grounds and the climbing equipment sited there. The hall within the premises is also available for playing ball games. This means children can make choices about their play while developing and testing their physical skills. For example, children show good control and coordination as they throw and catch the ball. They delight in moving confidently and safely negotiating space to avoid colliding into each other. Children are fully involved in preparing their own snack, which means they learn to develop independence skills. Water is available at all times for children to help themselves to as and when they want. This means they are able to respond promptly to the needs of their body. Children's good health is generally promoted well, but occasionally staff do not promote consistent routines for hand washing before eating snack, to ensure that children learn about the importance of good hygiene practices.

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

Robust recruitment procedures ensure all staff are suitable to work with children. Staff have completed safeguarding training and are able to demonstrate a good knowledge of safeguarding issues, including signs of abuse. The manager is the designated safeguarding officer. There are clear lines of accountability in place. Also, procedures for reporting concerns about children or the operation of the club are clear. The premises are checked daily and the club has completed suitable risk assessments for the premises. The identification of visitors is checked for further security. Children's attendance, including when they arrive and leave, are recorded and this means that ratios are maintained. Most staff hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child in their care. Staff ensure toys and equipment are well organised and suitably maintained. This means that children can make choices during play and develop their independent learning skills.

The manager and her team work hard to continuously develop and improve the club. Staff meetings are held regularly, providing staff with the opportunity to reflect on their practice and contribute to self-evaluation. Staff have regular supervision reviews and appraisals to ensure they are comfortable in their roles. Staff receive good access to training to enhance their skills. For example, the manager is currently working towards a playwork qualification and another staff member is working towards a qualification at level 2 in early years. Staff use their growing knowledge to enhance the provision for children and cascade their skills among staff. Self-evaluation clearly identifies strengths and aspects of practice that requires improvement. The views of children, parents and staff are taken into consideration and changes are implemented as necessary. The club has a children's committee and they influence changes to the activities and resources. Parents' views are obtained through parent questionnaires. All of the recommendations identified at the previous inspection have been effectively addressed, promoting children's well-being and development. The manager has a precise overview of the provision because she closely

monitors the staff team and their work. She reviews the planning to ensure activities are relevant and appropriate to the needs of children. She also ensures that the environment and resources support children's progress in all areas of learning and development successfully.

There are effective arrangements in place for working in partnership with schools. As a result, staff plan the educational programme so that it complements and helps to extend children's school learning. The manager works with other agencies in order to enable all children to make good progress and feel happy, safe and secure. Parents are provided with a variety of information and staff make time to chat when children are collected. Parents are very complimentary about the club and make comments, such as 'staff are friendly and that their children have lots of fun'.

### **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

<b>Unique reference number</b>	EY427476
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	870294
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Little Angels Childcare Nursery Limited
<b>Date of previous inspection</b>	09/11/2011
<b>Telephone number</b>	0151 480 2258

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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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