

My Little Angels Day Nursery

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Caroline Preston
Setting address	Gardiners Corner, Aveley Road, Upminster, Essex, RM14 2TN
Telephone number	01708 222450
Email	
Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

My Little Angels Day Nursery opened in October 2000 and is located in the London Borough of Havering. It operates from a single storey building, situated on the edge of a residential area of Corbets Tey. The nursery serves the local and surrounding areas. Children have access to an enclosed outdoor play area. A maximum of 12 children may attend the nursery at any one time. It is open from 8am to 6pm all year round. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 12 children may attend at any one time. There are currently 23 children aged from two to eight years on roll, some in part-time places. The nursery's owner manages the setting. She employs an additional three members of staff who work directly with the children. All staff hold early years qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's individual needs are met, they enjoy visits into the local community such as the nearby woodlands, farm shop and farm. Children are safeguarded, which ensures they are safe and secure at the setting. Partnership with parents and others professionals support the welfare of children. Strong self-evaluation helps the setting to progress practice, therefore support children's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop learning experiences for children that promote mathematics

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a good understanding of safeguarding procedures, a written policy is in place and all staff have undergone suitability checks, all have Disclosure Numbers available at the setting. Daily risk assessments are in place, for example staff check that toys and equipment are safe, a cleaning rota is in place for resources. The risk assessment is detailed for both indoors and when taking children on trips. Each staff member has a training plan with courses identified for them to attend, the setting's policies and procedures are reviewed regularly. All required documentation is in place to ensure the setting is run properly. This includes staff, parents and children's details, attendance records, current public liability insurance, accident and fire drill records fire and safety certificates. This supports the welfare of the children.

The setting is registered to care for a small number of children, which supports building close relationships. Children are able to move across the two playrooms and art area where children also eat meals. Children enjoy playing in the garden and are given plenty of choices. Resources are deployed so that children have easy access, staff supervise children well across the setting. Self-evaluation supports the education and welfare of the children, the owner has developed a written document, addressing all areas of practice. She has taken steps to meet the recommendations set at the previous inspection, therefore is ensuring continuous improvement. For example, promote children's self-esteem and displaying their work, this is now in place, improve planning for younger children, there is now a satisfactory range of planning. The setting are working in partnership with early years, within the Local Authority, they have improved areas of weaknesses identified, such as the need to improve using the Self Evaluation Form to inform workforce development and training. And the use of observations to effectively plan for children's next steps, and engaging with parents.

The owner undertakes annual appraisals and meets with staff every six months. The owner has developed a training plan for all four members, which includes working in partnership with parents and professionals, safer recruitment, first aid, introduction to child protection, health and safety, risk assessment, speech development, outdoor play, setting and writing IEP's, small world, introduction to Early Years Foundation Stage, food safety, observational assessment and planning.

Partnership with parents is encouraged as the setting has an open door policy, staff chat to parents each day at the beginning and end of the session and parents are asked to complete a parent questionnaire about the provision. For example, parents strongly favoured staff wearing a uniform, which they now do. Parents' views are also encouraged by having a parent suggestion box situated in the reception area. Parents also requested a social event, so a picnic in the park was organised as well as a pub quiz. Parents also requested that more information be given about their child's learning, this has been improved through the daily sheet. Parents are given policies and child entry forms to read and sign before their child starts nursery. Parents help children complete a questionnaire with their child about what they like or dislike about the setting. Conversations with parents are recorded to support their child's learning for example, when a parent states that her child has counted to a certain number at home, the key worker will use this to plan for the next steps, in this case counting to a higher number. This ensures that parents are involved with what their child feels about attending the setting.

The setting supports diversity through welcoming all children and families, children are supported with additional needs such as speech delay, staff have put in place an educational learning plan with support from the area Special Educational Needs Coordinator. Children are also supported who have English as an additional language, by using the local resource library, dual language books, picture cards. The pictures are stuck on the Velcro so that children are able to remove them and give to staff when they want to communicate. The setting has also introduced Makaton to help them communicate with those children.

The quality and standards of the early years provision and outcomes for children

Children enjoy playing together, as they use their imaginations to role play crashing trains on the train track. They speak clearly and enthusiastically to each other moving around the table. They engage in creative play in the art area with pasta and different materials. Children take part in a range of activities both inside and outside such as, cutting textures, drawing around their hands, being creative with playdough and cutters and digging worms. They also go around the obstacle course, climb over tyres and crates in the garden. Children take part in activities such as smelling different objects, counting objects, making masks, junk modelling and playing with musical instruments. Outdoor physical play activities include, kite flying, water play, balancing beams, hop scotch, tunnels and riding bikes and scooters. Children arrange the months of the year using cards showing all the months of the year. Staff support and encourage children through discussion such as linking birthdays to different seasons. This supports children's understanding of time and the weather.

Photographic evidence shows children taking part in planting and growing, sand play, cooking time in the home corner with pasta, food tasting, junk modelling, washing dolls outside, role play doctors surgery, celebrating remembrance day, matching numbers and putting together puzzles. Children are photographed mixing cooking ingredients, opening Christmas presents, building the pirate ship, visiting the farm and cutting and sticking. However there are too few opportunities to learn about mathematics. Staff do not fully use everyday activities and routines to promote numbers and calculation.

Children visit the local farm shop with chicken and horses, they enjoy putting on their wellington boots and are eager to go, this supports their understanding of the local community, nature and animals we care for. They also learn to listen to instructions when on trips, safety and the wider world.

Staff carry out daily observations on the children, this is then used to plan activities, therefore planning comes from children's interests. For example children's interests includes, picture lotto, sea life, wildlife, Bob the Builder, starburst, diggers, books and puzzles. Children take part in celebrating a range of festivals, including petticoat tails, a Scottish celebration making charcoal which supports knowledge and understanding. The learning is then extended by recycling activity and bark rubbing and writing lists. Activities that are available every day include the computer, painting, and visit to the library and Lakeside shopping centre. Children also have access to number chalks, hammer and nails, balls, weighing, board games, crates, threading, sand, and water and farm shop.

Children learn about safety by discussing road safety when on trips out, they learn through safety games such as road safety traffic game, and role play activity around road safety. The setting is a member of the traffic club, which provides road safety materials to help support children's understanding of safety awareness. Visits to the setting by the police and fire brigade support awareness of safety. Children behave well and are able to follow simple instructions; they are respectful

of each other and staff.

Children learn about healthy eating by eating a variety of snacks, looking through books and making a display about Africa. Children play with the hungry gorilla game with shows bad and good foods, also children visit the local farm shop. Staff encourage tasting different foods, they read the book Handa's Surprise learning about foods such as, plantain from the Caribbean and Africa. Children are encouraged to wash their hands before meals, after messy activities, and after going to the toilet, children use anti-bacterial gel before snacks and brush their teeth after lunch. Children are offered healthy snacks and meals such as, fresh or dried fruits, pretzels, fish, vegetables, yogurts. Children enjoy outdoor play daily with a range of apparatus, all of which supports healthy lifestyles.

Children develop skills for the future by taking part in a varied range of activities that support number recognition such as board games, they have access to some programmable toys for example calculators, a laptop, cameras, and musical toys, and Vtech toys. They learn by visiting local areas, such as the farm shop and enjoy role play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met