

Angels Day Nursery

386 Jockey Road, SUTTON COLDFIELD, West Midlands, B73 5XJ

Inspection date	02/08/2013
Previous inspection date	24/04/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children are exceptionally well prepared for their transition into full time school as their confidence and independence are very well promoted through the individual support provided by their key persons. This wholeheartedly complements the strong partnerships that are in place with local schools.
- Safeguarding is given very high priority by staff and managers. Policies are implemented extremely well and ensure that children are kept very safe and secure at all times.
- There are wide ranging opportunities for children to learn about the world around them through planned and spontaneous activities in nursery and visits to the local area.
- The very strong drive towards further improvements in the nursery results in all developments being closely tailored to children's individual needs and children making very good progress in all areas of learning.
- Staff professional development is extremely well promoted so they are confident and very skilled. This enables children to be exceptionally well supported throughout all learning opportunities.

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.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor areas.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector completed a joint observation with the deputy manager of the nursery of children's activities and staff child interaction.

Inspector

Susan Rogers

Full Report

Information about the setting

Angels Day Nursery was registered in 2011. It is one of two settings owned by the same provider and is a limited company and registered by Ofsted on the Early Years Register. The nursery operates from a detached house in Sutton Coldfield, West Midlands. The nursery serves the local area and is accessible to all children. It operates from converted residential premises and there is an enclosed area available for outdoor play.

The nursery employs 10 childcare staff that include the manager. Of these, six hold appropriate early years qualifications at level 3 and four members of staff hold a level 2 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions.

There are currently 42 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the excellent opportunities for children to enjoy chatting to their friends in a cosy place or a snug den.

Inspection judgements

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

Children make very good progress in this stimulating setting as all staff are ambitious for every child who attends. There is a constant reflection upon activities and a concerted drive towards improving them. This enables staff to build on what children know so that they make optimum progress in this nursery. Each child's progress is closely tracked so that key persons can ensure that each child experiences a very broad educational programme that is both challenging and interesting and includes all areas of learning. Planning is very carefully linked to individual children's assessment so that staff are constantly aware if there are any gaps in children's progress. This enables staff to provide additional learning opportunities during planned activities that successfully accommodates each child's needs. The nursery regularly shares practice with a range of other providers and local schools. This sharing of inspirational practice results in confident staff who are certain about the activities they provide for children. Staff successfully plan for children's individual needs and their next steps with confidence and certainty. Children are communicating very well as staff are highly skilled at encouraging discussion during each

activity as children play and learn. Staff are fully aware of where children are in their stages of development so tailor questions to meet children's needs and extend their understanding by introducing new challenges. Staff are highly skilled at observing children's activities, and evaluating their responses to individual learning experiences. From this, well-documented learning journals record a clear picture of where there may be any gaps in children learning and enable staff to plan for children's next steps. As a result, there is a prompt response to each child's learning needs. This enables staff to adapt very efficiently to any planned activities to correspond with children's individual interests and preferred direction of learning.

Meal times are used particularly well to extend children's learning opportunities. Staff prepare children for meal times by encouraging them to tidy and care for their play environment. This enables children to focus on their forthcoming meal and ensure there are few distractions. Very valuable learning opportunities are provided as staff encourage younger children to recognise their colours as they choose their own spoon and choose which colour plate they would like. Children's choices are further extended as children select their own bib and confidently make efforts to put this on themselves. Older children are encouraged to help serve each other during meal times and help with clearing away dishes once the meal has finished. This results in children that are extremely independent and very confident in taking responsibility for routine activities and their play environment. Staff skilfully use mealtimes to promote singing activities, children choose their preferred songs and skilfully match movements to words and music. Staff very skilfully ensure that children fully enjoy this activity as they make the most of children's existing capabilities and interests. Children's creative skills are fully extended as they devise imaginary scenarios using kitchen play equipment. They readily include others in their play, forging friendships and using their confident communication skills to describe what they are doing. Children use their knowledge of the world to extend their play experiences, for example, they discuss how hot an iron can become, as they pretend to iron blankets. Staff become fully involved in children's play and are acutely attentive to any opportunities that enables them to introduce additional vocabulary to extend children's understanding. Children enjoy using a wide range of creative media that includes clay and paint. They thoroughly enjoy painting plastic animals and using these to form footprints and animal prints on paper. Opportunities for children to understand number is fully extended. For example, as children count the number of prints they have made and make sense of the fact that so many animals have four legs and some have two. Children's physical skills are very well extended as they enjoy using an interesting range of wheeled toys in the garden and are very confident in using a very wide range of tools and equipment.

Activities that promote children's independence and provide them with excellent skills in preparation for their move into full-time school are carefully interwoven into all learning experiences. Very skilful support is provided by their key person for children as they move into full-time school. Innovative approaches are used to support children that include staff accompanying them as they commence attending school. Key persons work very closely with parents and ensure they provide them with ideas and information so they can extend their child's learning when they return home. Daily diaries and parents regular access to their child's assessment records further promotes parent's excellent understanding of their child's stages of development. This ensures that parents are fully informed of all planning that is in place for their child so they can achieve the next steps in their development.

Parent consultation sessions and their sensitive inclusion in children's settling-in periods, provides parents with additional information regarding activities their children enjoy. The nursery runs additional training opportunities that parents can attend. These further inform them about the Statutory framework for the Early Years Foundation Stage and how nursery staff meet children's individual needs through play activities. This excellent partnership enables parents to fully understand the child's abilities and play preferences and continue with these interests when the child returns home. The nursery has forged very good partnerships with external agencies that include local schools and other nurseries. This enables the nursery to be fully aware of the additional support that is available so they can direct parents in accessing any support if necessary.

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

Children feel exceptionally safe and secure because they have established warm and close relationships with the staff that care for them. Younger children clearly bond with staff as they easily approach them for a cuddle or sit on the knee of their key person. The key person system is firmly established. Staff are highly approachable and ensure children feel cared for and secure. Staff use their thoroughly detailed knowledge of individual children to ensure they are supported very well. Children settle very well into the nursery as there are carefully managed settling-in periods to enable parents to remain with their child or to leave them for increasing lengths of time. This allows children to become familiar with and fully confident in their new surroundings and the staff that care for them. Parents meet with staff prior to their child commencing at the nursery, which enables staff to collate a very detailed profile of each child.

Children's transfer into another room is managed with great sensitivity. Key persons ensure that each child's transfer into their new room is planned on an individual basis as they recognise that each child responds differently to their new environment. This results in children that are happy, confident and secure in their surroundings. Children make friends easily and behave extremely well and some of the older children have formed firm friendships, which is very good preparation for their moving into full-time school. Their independence is very well promoted as they learn to tidy away toys and equipment at the end of the session and prior to lunchtime. This ensures that the environment is safe as children have easy access to the floor space and encourages them to take immense pride as they take responsibility for the play environment. There are very good opportunities for children to learn about a healthy lifestyle as they enjoy healthy home-cooked meals and regular nutritious snacks. Children thoroughly enjoy a pleasant social experience during lunchtimes and snack as they sit with their friends and staff. Older children have ready access to their drinks of water and the younger children have frequent drinks offered in bottles or feeder cups.

Children have excellent opportunities to learn about the local environment and people that help us. They regularly visit the local pet shop and food shops, which enable children to buy the fruit and vegetables that they eat in nursery. This encourages children to be highly confident when outdoors and understand aspects of road safety. There is a high staff to child ratio, which ensures that children are very well supported all times,

particularly during outings. Highly effective organisation, together with the excellent skills and awareness of staff, enable younger children to be successfully cared for with the older children towards the beginning and end of the day. Together with carefully planned transition sessions this supports children extremely well as they make the move from one room into another. This also provides younger children with additional support as they settle in the nursery as they can enjoy some contact with their older siblings. Parents are encouraged to bring into nursery comforters and children's familiar items from home, such as their own blanket, which helps them maintain links with home. Staff are highly skilled at offering children explanations that help them to understand and manage their own risks, such as considering the needs of others and being mindful of the needs of younger children as they play. There are excellent opportunities for children to understand the roles of people that help us. Activities are arranged so that that fire officers and nurses come into nursery and discuss with children aspects of their jobs.

The play environment is highly stimulating with a wide variety of play experiences and resources that promote children's creative responses and encourage them to work alongside each other as a group. Staff skilfully use the existing play environment to provide a variety of different options. For example, there are three main play areas, two of which can be combined into one area, creating a larger space and increased stimulation and challenge for the younger children. This enables younger children and babies to safely explore a different environment where there are further challenges and interest. The exciting outdoor environment provides children with interest and challenge. They access a vegetable patch where they can dig and extend their physical skills as they use tools and learn how to tend and harvest vegetables and fruit, which they eat in nursery. There is, however, further potential to extend the excellent opportunities for children to enjoy chatting to their friends in a cosy place or a snug den.

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

Very strong leadership and staff are supported by a dedicated management team that drives forward a wide range of improvements that provide children with continually increasing learning opportunities. The nursery management invests very heavily in their staff and ensure they access wide ranging training opportunities. Training sessions are provided from health workers and specialists in early years provision, which ensures staff are constantly updating their skills and are an enthusiastic and cohesive team. The management team are skilled at making the most of staff skills to enhance the service offered at the nursery. As a result, staff know they are valued highly and respond by contributing wholeheartedly to any planned developments and ongoing improvements.

The induction and recruitment of new staff is extremely thorough, ensuring that all staff are suitable to work with children and they are confident in implementing nursery policies. Regular appraisals and observations of staff interaction with the children ensures there is a very strong monitoring of the educational programme. Regular staff meetings enable staff and the management team to discuss how they can consistently improve activities are meticulously tailor these to meet the needs of individual children. Staff work closely

with staff who work at the other nursery within the same group. Outside training agencies are frequently brought in to enhance staff practice and confidence. This enables staff to extend their discussions regarding the training opportunities with a larger group of professionals. This lets staff take a fully reflective approach and gives them the time and opportunity to consider their professional practice. This results in a staff group that are ambitious for the children they support, and as a result, children make very good progress in all areas of learning and development.

There are exceptionally strong and well-established links with parents and carers. There are regular parent consultation sessions, daily diaries and regular meetings with parents where nursery practice is discussed. There are excellent partnerships with external agencies as the nursery seeks to constantly improve the service provided to children by sharing positive practice with other early years settings. There are highly effective links with local schools where nursery children will eventually transfer. This ensures that children and their families feel thoroughly supported when children start at their new school. Frequent exchange visits with schools ensure staff are well equipped with information about the child's new school and are very well informed about all aspects of the child's new environment. This results in staff providing excellent support for children as they prepare and look forward to starting full-time school. Additional relationships are formed with schools as staff attend school functions and offer training opportunities to schools where local families can attend.

The management team ensures they are consistently vigilant about how effectively the nursery meets the needs of all children. The management team and staff continually reflect on the activities provided for individual children. This is extremely well documented and demonstrates the careful consideration that is given to the progress each child makes. This ensures they have optimum learning opportunities within the learning environment.

All staff ensure that children are very well safeguarded. Security in the building is meticulously managed at all times to ensure that staff are fully aware of which visitors and parents are on the premises. Safeguarding is given high consideration during staff meetings, staff discuss how they can further protect children and keep them safe at all times. Staff have attended safeguarded training and are fully aware of what would concern them regarding a child's care. Outings to the local community are managed extremely well as there is a high staff to child ratio, which enables staff to keep children exceptionally safe and ensure all outings are a valuable learning experience. Very effective risk assessments ensure the premises are always safe for children.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY436094
Local authority	Birmingham
Inspection number	925255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Angels Day Nursery Birmingham Limited
Date of previous inspection	24/04/2012
Telephone number	0121 3551076

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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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