

Active Angels Day Nursery

Tanworth Lane, Shirley, SOLIHULL, West Midlands, B90 4BY

Inspection date	01/10/2014
Previous inspection date	06/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children and staff share a warm relationship, helping children to build secure attachments, for the benefit of their feelings of safety and contentment.
- Staff develop good relationships with parents, sharing information each day about their child's care and learning. Parents are encouraged to share detailed information about their child, so their needs can be met throughout the day.
- The management work in partnership with outside agencies to meet children's individual needs.
- Staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safe and secure within this nursery.

It is not yet good because

- Staff do not consistently observe, assess and plan for children's needs. Consequently, next steps planned are not always appropriate in supporting children to make the best progress.
- Some staff are overly directive during activities and do not always extend children's learning by allowing them to complete activities freely, to enhance their development in all areas.
- Staff do not always ensure that routines in the day, such as nappy changing times, are organised with minimum disruption to children's learning experiences.

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 four playrooms and the outdoor area.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Trisha Turney

Full report

Information about the setting

Active Angels Day Nursery opened in 2006 and was re-registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery managed by a public limited company and is situated in a rural setting in Shirley, Solihull. The children have use of a variety of rooms on the ground floor, with the first floor providing facilities for the older children and staff. There is an enclosed area for outdoor play and the surrounding fields are also available. There are currently 75 children on roll in the early years range. The nursery operates every weekday, from 8am to 6pm, for 51 weeks of the year, and children attend for a variety of sessions. The nursery employs 18 members of staff who work directly with the children, including the two owners. Of these, 15 hold appropriate childcare qualifications at level 3 and two at level 2. The nursery supports 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 meet the requirements of the Early Years Foundation Stage the provider must:

- extend observation and assessment of children to understand their level of achievement, interests and learning styles, and use these consistently to shape learning experiences for each child to help them make the best possible progress in their learning and development.

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

- improve existing strategies to monitor the quality of teaching, so that all staff are less directive and have a clear knowledge of the characteristics of effective learning, to secure the best possible outcomes for children
- review the organisation of nappy changing routines to improve the continual flow of learning experiences for all children

Inspection judgements

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

Children are making some progress in their learning and development. Staff have a suitable knowledge of the Early Years Foundation Stage and ensure the educational programme covers all areas of learning. Children are well supported by staff that play with and alongside them. However, staff do not always effectively enhance or extend children's

learning experiences. For example, on occasions, staff overly direct children during activities. Consequently, children are not always able to follow their own interests and some learning opportunities are missed. Most staff know the children well and plan interesting educational programmes around their interests and needs, which sufficiently cover the seven areas of learning and development. Each child has their own 'learning journey', which contains observations and assessments of the children throughout their time at the nursery. However, staff do not consistently observe and assess children to understand their level of achievement, interests and learning styles. As a result, learning experiences for each child are not always planned effectively to help them make the best possible progress in their learning and development.

Babies and children enjoy being at nursery. They soon settle and most of them are keen to join in activities. For example, a group of toddlers enjoy spreading icing on biscuits. Staff help extend children's early mathematical skills as they encourage the children to talk about the shapes and colours they can see. Staff promote other aspects of mathematics, such as teaching children to use number names, in order through number rhymes and songs. Babies develop their physical skills as they explore a variety of resources, such as balls, farm animals and building blocks. Staff are generally receptive to those children who find it more difficult to take part. For example, by engaging children to join them as they look at books, so that staff can continue to promote their listening, attention and conversation. Staff talk to children about what they are doing and gently support them in their play. They take opportunities to skilfully question children and, in doing so, support their developing language skills.

Children with special educational needs and/or disabilities are well monitored and supported. The nursery works well with other agencies, such as the local authority and speech and language therapists, to ensure that each child receives the adequate level of support needed. Suitable arrangements are in place to support children who speak English as an additional language. Staff gain key words from parents to enable them to communicate with them and meet their needs. They share a sound partnership with parents, which enables them to gather information about children's routines and starting points. This, in turn, enables staff to provide suitable support for children. Parents receive regular information about children's progress at progress review meetings every term, as well as through daily chats during arrival and departure time. 'Wow boards' are also in place for parents to record any significant achievements that children make in their learning at home. This means staff have an understanding of children's development outside the setting and, as a result, there is a shared approach to enhance children's learning.

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

Children share warm relationships with staff, who greet and welcome them and their parents into nursery, which ensures that the children feel valued and cared for. Babies demonstrate that they have formed secure attachments with staff, as they confidently explore the environment and approach staff for a reassuring cuddle when they are upset. Transitional arrangements support parents and children as they initially begin their time at nursery and then move on to school. New children and their parents attend settling-in

sessions, and parents are welcome to stay and play at the nursery for flexible periods of time before they start. All relevant policies and procedures are shared with parents to ensure they are fully aware of the care provided. Detailed information gained from parents enables staff to effectively meet their child's needs. Effective planning supports a seamless transition for children as they prepare for their transfer into school. Teachers are invited to visit children in the nursery and developmental summary documents are shared with new teachers. Staff manage the move between playrooms well because children have the opportunity to visit the next playroom for short periods of time, which gradually increase in length, until children are happy to stay. This ongoing support enhances continuity of care and learning opportunities for all children.

Children's health is promoted well. Drinking water is available throughout the session for children to help themselves. Therefore, they do not become dehydrated and learn to care for their own needs. Staff help children develop high levels of confidence. Each room has a clean children's toilet or nappy changing area. However, staff do not always implement effective routines for nappy changing. For example, some staff take children in small groups to have their nappies changed. This means that children are left waiting in the changing area for some time as staff change other children's nappies first. Consequently, the length of time children are away from valuable learning opportunities is unnecessarily increased. Older children are chosen to be the 'special helper' at lunch time and help to give out the meals to the other children. Therefore, they gain valuable self-help skills in preparation for the eventual move to school. Staff sit with children at mealtimes, making it a social occasion, as they talk with children and spoon feed babies. Children benefit from healthy nutritious meals that are cooked on the premises daily, and the cook adapts the food to cater for any children who have special dietary needs. Staff ensure that tables and hands are cleaned and table cloths are laid out before eating snacks and lunch. This helps to promote children's good health.

Staff are well deployed within this nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Generally, children behave well because practitioners use positive strategies to deal with any issues and offer them lots of praise. Children are supported as they begin to learn the importance of sharing and taking turns when playing, and older children are encouraged to negotiate when several wish to play with a specific toy. Children's self-esteem and confidence develops as staff give praise and encouragement throughout the day. Daily checks and risk assessments ensure children are safe, as they play and explore in the nursery. Staff effectively support children to learn about their own personal safety. For example, they teach children to consider risks associated with throwing sand and to line up sensibly before accessing the stairs from the first floor, so their descent is managed safely. As a result, children are learning to keep themselves safe. Children's physical development is well promoted and they begin to develop positive attitudes to exercise. Indoors, children develop dexterity and good hand-to-eye coordination through handling a range of toys. Children maintain a healthy lifestyle through regular exercise outdoors, where they run around the garden and use a variety of wheeled toys.

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

The manager and staff understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff demonstrate that they know and understand the policies and procedures. They have a good understanding of how to respond to a safeguarding concern or allegation being made against another member of staff. Therefore, children are fully protected while in their care. There is good evidence of effective vetting and recruitment procedures that help ensure all persons employed are suitable to work with children. Visitors are required to sign the visitors' book, which further safeguards children.

The manager has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and is aware of her responsibilities in improving the quality of practice. She has completed some self-evaluation of the nursery and has identified the need to improve the way staff record and use their observations of children. However, she has not yet implemented any changes to improve specific areas of weakness, such as planning, observation and assessment. She undertakes observations of the staff and provides feedback, which supports their continuous professional development and identifies training needs. However, the monitoring of staff practice does not always identify weaker teaching practice, such as staff who overly direct children during activities. This means planning and teaching require improvement, to ensure all children make good progress and, so that the provider fully meets the learning and development requirements of the Early Years Foundation Stage.

Partnerships with parents and carers and other agencies are well established and make a strong contribution to meeting children's needs. Staff and parents regularly exchange information about babies' and children's care, learning and development. Parents appreciate the good quality information they receive about how the nursery operates and about their own child's routines, activities and achievements. Strong links with different agencies enable the manager and staff to seek advice and to work with other professionals, to accurately assess and plan for the individual needs of children who are at risk of harm or who have additional needs. The manager and staff also have effective relationships with other providers and schools. This ensures continuity for children who attend more than one setting and helps children make smooth transitions into full-time education. Key persons pass on appropriate information about children's progress to the schools they are moving on to, and help to prepare children for different aspects of school life and learning in new surroundings.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY401102
Local authority	Solihull
Inspection number	850330
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	75
Name of provider	Active Angels Limited
Date of previous inspection	06/04/2010
Telephone number	01217442993

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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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