

Little Angels

9 Orchard Street, Weston Super Mare, BS23 1RG

Inspection date

Previous inspection date

15/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The manager does not have a secure understanding of child protection procedures or those to follow if an allegation is made against staff. She does not follow robust vetting procedures to determine staff suitability. This compromises children's welfare.
- Hygiene practices for the younger children are not effective to reduce the risk of the spread of infection and germs.
- Staff do not interact positively with younger children to engage them in activities that meet their individual learning needs. Staff do not promote children's communication, language and literacy skills well so they make good progress in these areas of learning.
- Staff do not organise the range of resources or the outdoor play environment well to meet children's differing learning needs, so they can practise and develop new skills.
- Staff do not routinely provide all parents with regular information regarding their children's next developmental steps, to extend learning opportunities at home.
- Staff do not consistently teach children about the possible consequences of their actions because they do not explain the boundaries fully to children.

It has the following strengths

- Staff support children's mathematical skills well through daily activities.

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 both children's self-chosen and adult-led activities indoors and outside.
- The inspector held discussions with the provider.
- The inspector talked with parents and staff.
- The inspector examined a range of documents.
- The inspector invited the manager to carry out a joint observation.

Inspector

Sarah Madge

Full report

Information about the setting

Little Angels registered in 2014. This privately run nursery operates from a converted shop situated in Weston-Super-Mare, North Somerset. Children have use of three main open plan play areas and integral bathroom facilities. There is a small outside play area. Little Angels is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll. Of these, 35 are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is open Monday to Friday from 8am to 6pm, all year round. The setting also provides holiday care for children aged over five years. The owner/manager employs six staff, five of whom hold qualifications in childcare and early years education.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of Local Safeguarding Children Board procedures to identify and report potential child protection concerns promptly
- improve knowledge of procedures to follow to report concerns in relation to allegations of abuse being made against a member of staff
- implement robust vetting procedures to obtain all relevant information to ensure staff suitability to work with children
- ensure staff follow high standards of hygiene when changing nappies and for the use of children's dummies to help reduce the risk of the spread of infection and germs
- improve staff skills so their interaction with younger children increases the children's engagement in activities and provides them with quality learning and development experiences that help them make good progress in all areas of their learning
- improve the educational programme for communication and language so that all children, but especially those with language delay or who are learning English as an additional language, hear and learn to use spoken words to communicate and express themselves
- improve organisation of resources in the baby room to meet young children's individual developmental needs so they stimulate and inspire children's curiosity and provide sufficient floor space for them to learn to walk
- provide opportunities for children to be physically active outdoors and explore the natural world
- implement consistent systems to provide all parents with regular information regarding their children's next developmental steps, to extend learning opportunities at home.

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

- develop behaviour management strategies so children learn about the possible consequences of their actions

- make mark-making resources more readily available to develop children's literacy skills.

Inspection judgements

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

Staff have a limited understanding of the learning and development requirements of the Early Years Foundation Stage. This means they do not support children to make adequate progress in their learning and development. Staff make written observations of the children and record them in learning diaries. They complete the appropriate progress check for two-year-old children to summarise their learning and identify any early gaps in their development. They compare children's achievements to appropriate developmental milestones to help identify children's next steps to inform their planning. This helps children to make some progress in their learning. However, the quality of teaching overall is weak. For example, in the baby room, staff placed a young baby in a rocking lounge seat, but did not always sit with them. They did not provide activities that engaged and stimulated their interests, other than waving a rattle. Additionally, staff did not consistently intervene to help soothe and settle younger children who appeared upset for sustained periods of time. This results in younger children lacking interest and enthusiasm for learning. For older children, some staff asked children open questions, such as those starting with 'what will happen if' to help develop their thinking skills. This was not consistent amongst the staff team to develop children's communication and language skills. For example, staff did not encourage children to communicate verbally. They did not model simple words when supporting children who are learning English as an additional language and those identified as having speech delay. Consequently, children do not develop good communication skills from a young age, given their starting points.

Older children learn the value of number because staff routinely count everyday objects during children's play. Children talked about different shapes and sizes as they formed models with play dough. This effectively supports their understanding of mathematics. Children listen intently as staff read them stories during small group activities. They talked about the illustrations, which engaged children in the activity and helped them to develop an interest in books. Staff do not routinely make mark-making resources available for older children to use in their self-chosen play. For example, the drawing equipment is stored at high-level, restricting children's access to planned times only. This means children do not explore and experiment with the marks they make from a young age. Staff provide children with daily opportunities to be outdoors, although these are not well planned. There are limited resources for all children to play comfortably; meaning only one at a time can use the bike or the ride-on toy for example. This means opportunities to exercise and develop children's physical skills, as well as exploring the natural world are limited. Children competently explore technological toys as they press buttons and watch the coloured lights that appear, to learn about cause and effect.

Parents are welcomed into the nursery and contribute to the information about their children when they start. All parents receive a termly report, which shares their children's

progress. However, in between receiving these reports, only some also receive information about their children's ongoing progress through discussion. This restricts opportunities for parents to support and extend their children's learning at home.

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

Staff do not support children's well-being effectively. This is because although each child has an allocated key person, staff interaction with younger children is not always adequate. Staff do not help them settle quickly and engage in stimulating and interesting activities. This affects their capacity to engage with adults and other children, which has a negative impact on their personal, social and emotional development. Children receive some appropriate support when it is time for them to move into the next age group room or as they prepare to move on to school. They have the opportunity to spend time in their new room with their key person so they become familiar with their new environment. This provides children with some reassurance.

Children respond positively to praise given by staff. They smile with pride when staff celebrate their achievements. This boosts their self-esteem. Children generally behave well. Staff provide them with a warning to allow them to end their play in their own way, before they need to tidy up. This gives them some ownership over their experiences. However, not all staff reinforce the boundaries consistently by explaining the possible consequences of children's actions when they do not behave appropriately. Additionally, on occasion, children do not receive clear messages regarding expectations. For example, during a small group activity, a child lost interest and walked away to play elsewhere. A member of staff brought the child back to the group, which caused the child to become upset. Shortly after, the child was able to leave the group to go and play with toys of their choosing. As a result, children do not have a good understanding of staff expectations.

The learning environment throughout the nursery promotes children's learning and independence in most areas. There are a good range of resources indoors. Most are stored at low level and labelled with pictures and words. This helps children to take an active role in packing toys away at the end of each session. However, mark-making equipment is not readily accessible for children to choose during their free-play. Additionally, outdoor resources are limited to promote children's physical development successfully. Staff do not ensure there is clear floor space in the baby room for those children learning to walk to have the space to do so. This means the many toys scattered on the floor present a tripping hazard. This also limits younger children's opportunities to practise their skills and mobility safely. Management have a weak knowledge of the procedures to follow regarding child protection to support children's safety and welfare.

The nursery promotes healthy eating through the provision of nutritious meals and drinking water. Older children develop an understanding of healthy lifestyles through daily play in the fresh air. They understand the importance of hand washing before eating and after handling the pet guinea pigs. However, staff in the baby room do not implement positive hygienic practices. For instance, staff give a young child their dummy, which was previously dropped on the floor, without it being washed beforehand. Additionally, staff do

not always clean the nappy changing mat between use, to prevent the spread of cross-infection and promote children's well-being. These poor practices compromise young children's health. Staff deployment is appropriate to provide suitable child supervision. For instance, staff ensure that two adults are available to supervise a small group of children when playing in the garden.

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

This inspection took place following concerns raised to Ofsted. These concerns related to the setting's recruitment and vetting procedures, their planning and assessment systems, knowledge of safeguarding, the quality of staff interaction with children and the use of resources to support children's learning across all areas of development. This inspection found that management have a poor understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. This means they are in breach of many of these requirements. Staff have a secure knowledge of child protection issues. They recognise the possible signs and symptoms of abuse and the procedures to follow should they have a concern about a child in their care. However, the manager is not clear on the Local Safeguarding Children Board procedures to identify and report staff concerns. She is not clear of the correct procedures to follow in the event of an allegation made against a member of staff. This means she is not able to take immediate action to safeguard children. Consequently, the provider also fails to meet the relevant requirement of the Childcare Register. There are secure systems in place to recruit suitably qualified staff to work with children. However, arrangements for vetting staff are inadequate because the manager does not seek references for all staff to help her in determining their suitability. This places children at risk and means that management are not fully aware of staff competencies, previous experience and the quality of their teaching.

New staff and students receive a suitable induction to ensure they understand the procedures and routines. This means they are aware of their role and responsibilities from the start. Systems have been put in place to monitor staff performance through regular supervision meetings and a monthly staff meeting. However, as the nursery has only recently opened, these systems are not yet fully embedded in practice in order to identify areas for improvement in the quality of care and teaching. Consequently, not all children receive adequate support and attention to help them settle and make sufficient progress across all areas of learning.

Management and staff follow some positive procedures to appropriately support children's safety overall. They identify risks in the nursery environment and those associated with visits and outings. For example, stair gates are in place to prevent children from accessing the kitchen unsupervised. Staff record children's arrival and departure, and the attendance of visitors and staff. This means they are clear on who is present each day and have contact with the children. There is a good range of policies to ensure staff and parents understand the procedures and routines. Children participate in monthly fire drills with staff to help them learn how to evacuate the nursery quickly and safely in the event of an

emergency.

Generally, there is a good range of resources to help children make some progress in their learning. Although, these are not all successfully stored and used to help all children make good progress in their learning and development. Staff do not implement positive hygiene routines when changing younger children's nappies and providing their dummies. This does not effectively prevent the risk of the spread of germs and infection. In the main, some behaviour management strategies support children to learn about expectations for positive behaviour. However, staff do not help children recognise the possible consequences of their actions, and to understand the expectations as these are inconsistent amongst staff.

There are systems in place to monitor children's learning and development to evaluate the effectiveness of planned activities. These are in the early stages because the nursery has only recently opened. Management are working closely with local authority advisors to evaluate and identify areas for improvement. For example, since the nursery opened, the manager has re-organised the use of rooms in an attempt to meet the needs of babies and younger children more effectively. In these early days, management believe this has improved. This demonstrates a positive attitude to making improvements.

Management help to inform parents of key messages and events through a regular newsletter. Parents take home their child's learning diary twice a year. However, they do not all receive additional information at other times to help them support and extend their child's learning at home. Parents comment positively about the nursery and staff. They say their children enjoy attending the setting and get to know the staff team well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- have effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children and any person who lives or works on the premises where childcare is provided including on a voluntary basis is suitable to work with children which, must include obtaining an enhanced Disclosure and Barring Service check compulsory part of the Childcare Register

- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- have effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided including on a voluntary basis is suitable to work with children which, must include obtaining an enhanced Disclosure and Barring Service check voluntary part of the Childcare Register

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	EY478902
Local authority	North Somerset
Inspection number	993766
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	39
Name of provider	Kelly Jones
Date of previous inspection	not applicable
Telephone number	07809227070

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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.

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.

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