

# Little Angels

The Old Stores, Glebe Road, BRIGG, South Humberside, DN20 8QG

<b>Inspection date</b>	05/11/2014
Previous inspection date	26/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
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		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 minimum staff qualification requirement is not met on outings. Consequently, the needs of children are not always met.
- Children are not effectively safeguarded and their safety and welfare are put at risk. This is because, on occasions, staff without a current paediatric first-aid qualification are left in charge of children on outings.
- The provider does not always ensure that the staff manage children's behaviour consistently at lunchtime to help them learn the consequences of their actions. This means that staff do not always help children to appreciate the effect that their behaviour has on others.

### It has the following strengths

- Staff demonstrate good teaching skills because they use strategies such as demonstrating and encouraging children to lead activities in their own direction. This supports them to be active learners.
- Children's move from the nursery to the school is well supported due to the strong links with teachers. As a result, this is a positive experience for children, which supports their emotional well-being.
- Staff have a suitable knowledge and understanding of their roles and responsibilities for child protection.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector conducted a joint observation with a nursery deputy manager.
- The inspector held discussions with the owner/manager of the nursery, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.
- The inspector took account of the views parents through the comments book.

## Inspector

Sharon Alleary

## Full report

### Information about the setting

Little Angels was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in self-contained premises in the Brigg area of North Lincolnshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from one main hall and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications. The manager has Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- make sure that staff maintain the minimum staff qualification requirement for ratios on outings
- ensure that at least one person who has a current paediatric first-aid certificate is on the premises at all times and is present on all outings, to promote children's good health and well-being.

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

- ensure the ways in which staff implement agreed behaviour management strategies at lunchtime help children to learn the consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others.

## Inspection judgements

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

Staff confidently share information about children they are supporting without having to refer to developmental records. They discuss children's interests, likes and dislikes, where they are in their development pathway and where they need support. Starting points are established when a child first starts at the nursery through discussion with parents and initial observations by staff. Staff plan opportunities for children to engage in a range of play experiences to promote and develop their skills in all areas of learning. Staff observe children's progress and record their play experiences in developmental records. They take

the information they have obtained and use it appropriately to identify children's next steps in their learning and to inform future planning. Staff track children's progress. This shows how they make good progress towards the early learning goals. Staff complete the progress check for children aged between two and three years. This provides parents and other professionals, if required, with information about children's areas of strength and where progress is less than expected.

Children have opportunities to hold purposeful conversations with staff and they express themselves eloquently as they play. Babies enjoy exploring in the outdoor space. The staff keep them under close supervision as they move about and investigate the environment. Babies develop their physical skills as they confidently walk and push the pushchair. Children show that they are keen learners by engaging in child-initiated activities and by staying focused for increasing amounts of time, according to their age and stage of learning and development. For instance, children practise their manual skills by rolling out the play dough and using topical Halloween and bonfire cutters. Staff interact with children by offering choice, promoting independence, following the child's interests and their motivation for learning, and by giving targeted praise. Children visit the local toddler group. This encourages them to socialise with new adults and explore new experiences in the community. Staff use props and puppets to help children and young toddlers to listen and be attentive while listening to stories, which helps progress their literacy skills. Staff promote mathematical skills by using everyday routines, such as counting the plates at snack time, and through planned activities, such as singing number rhymes. Children enjoy being outdoors and have good opportunities to engage in imaginative and role-play experiences. For example, they build and create a pretend bonfire. Staff engage children in purposeful conversation about what they might want to cook on the bonfire. Children collect wooden sausages and count from one to ten as they wait for them to cook. This supports their understanding of customs and traditions.

Children participated in a creative opportunity where they drizzled glue and sprinkled glitter. They were allowed to just enjoy the experience without having to create an end product, promoting their active learning. The routines of the day include a balance of adult-led and free time when children initiate and choose their own play. For instance, adult-led experiences include story time and song time. This supports expressive arts. All of these learning opportunities promote children's school readiness. Children with special educational needs and/or disabilities are well supported. Staff take a proactive approach in discussing any concerns with parents or carers and agreeing how they will support the child within the nursery. Parents are involved in children's learning effectively. They have opportunities to look at their children's learning records and talk to staff daily. This provides them with information about how their children are progressing. In addition, staff share termly summaries with parents. Home-link activities provide further opportunities for them to be involved with their child's learning. Furthermore, meetings are offered twice each year to enable formal feedback to be shared about their child's learning and development.

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

The provider has failed to meet some welfare and safeguarding requirements, and consequently, children's sense of security and well-being is compromised. The provider maintains staff-to-child ratios within the nursery. However, there are occasions when the provider does not ensure that staff maintain the minimum staff qualification requirement on outings. In addition, children are not always supported by a qualified paediatric first-aid trained member of staff on outings. This does not fully safeguard children. Children benefit from the close relationships they develop with staff; they feel emotionally secure and enjoy their time at the nursery. Young toddlers demonstrate they are relaxed and confident in the nursery. For example, they approach the staff for comfort and reassurance when they need it and enjoy the positive interaction from them. The baby area is cosy, warm and inviting. Information, such as feeding, sleeping and nappy changing routines, is recorded in a daily diary for children aged under two. This is shared with parents as they collect their child from the nursery. The key person works closely with the parents of children to gather appropriate information on their specific needs, routines and interests. A flexible settling-in system is offered to all. This allows staff to build a secure bond and for children and their parents to feel confident and secure.

Behaviour within the nursery is mostly good. Staff usually manage behaviour appropriately and praise and encourage children to promote their confidence and self-esteem. However, on occasions they do not fully help older children to understand what is expected of them or the consequences of their actions. For example, at lunchtime they ask children to sit down several times without explanation or following through their instruction. All children have access to fresh air daily and benefit from staff planning activities that support and extend their interest in exercise. Children wash their hands before sitting down to eat. They are able to pour their own drinks and remove their packed lunches from their containers. These practices enable children to begin to manage their personal needs and develop an awareness of the importance of healthy lifestyles. Parents have been supported to ensure the provision of packed lunches are healthy and nutritious.

Children are supported to know how to recognise dangers and develop their understanding of how to manage risks to keep themselves and others safe. For example, staff teach children about road safety when on trips to the local park. In addition, on occasions, staff take small groups of nursery children to meet older children from the provider's after-school club in the park. Children are reminded about the rules for playing in the open space. Staff are deployed strategically around the park to ensure children do not leave unattended. Staff carry a first-aid kit and the attendance register on outings. However, children's safety and well-being are compromised on outings because there is no member of staff present who holds a current first-aid certificate and because the minimum requirement for staff qualification ratios is not maintained. The indoor and outdoor environment is set out well with a suitable range of appropriate equipment accessible, enabling children to make choices, which encourages them to become confident learners. Children of all ages spend time with each other during the day and this helps them to get to know everyone in the nursery. Consequently, children feel at ease as they move from one key group to the next. The nursery forges strong links with the local schools with regular visits to performances and events. As a result, the children are familiar and comfortable in the school environments and are emotionally prepared for their eventual move to their reception class.

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

The inspection was prioritised following concerns raised about the provider's ability to fully safeguard children in the nursery. The inspection found that the provider had failed to adhere to the minimum staff qualification requirement when taking children on outings. Furthermore, the nursery does not meet the first-aid requirements. These weaknesses in practice are breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage and do not fully safeguard children's well-being. Staff have a suitable understanding of the safeguarding procedures, with regard to child protection, and how to implement them should they have concern for a child's welfare. Staff are aware of signs and symptoms of potential abuse and of the whistle-blowing procedure. Risk assessments are in place to ensure that all areas children access, both indoors and outside, are safe and suitable. Recruitment and vetting procedures are sufficient. An effective induction process ensures that staff have a suitable knowledge and understanding of their responsibilities within the nursery to support children's safety and well-being.

The provider obtains enhanced Disclosure and Barring Service checks for all adults who come into contact with the children. This ensures that all staff are checked before they have unsupervised access to children. Staff are supported through appraisals and supervisions to improve their practice. Staff are encouraged to attend training courses and to work towards higher qualifications. The impact of this commitment to training is evident in the consistency of the qualified staff's practice with the children throughout the nursery during their play and activities. The deputy manager monitors children's individual progress through regular group studies. These are used to analyse which areas of the curriculum are being offered and allow staff to make any changes necessary.

The process for self-evaluation is in place. The provider has identified areas for further development. This indicates that she has some capacity to bring about improvement. For instance, the manager and deputy manager have recognised that recent significant changes in staffing have resulted in staff having variable levels of knowledge, skills and understanding. As a result, they show high levels of commitment towards supporting all staff to further develop their practice. This ensures children continue to benefit from the consistently good standards of learning and development. For instance, two members of staff have enrolled to study for a level 6 qualification. In addition, the enthusiastic apprentices have been assigned to an experienced member of staff to support them. This ensures children continue to receive good quality learning experiences. However, the provider failed to identify that some basic, mandatory training was running out. As a result, not enough staff hold an up-to-date paediatric first-aid qualification. This compromises children's safety on outings because staff accompanying them do not hold a current first-aid certificate. The partnerships with parents are based on good communication. Parents receive a wide range of information, for example policies and informative leaflets which are available in the nursery foyer. Staff are clear about the importance of working in partnership with other professionals to support children with

special educational needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory 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

<b>Unique reference number</b>	EY407136
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	995859
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Melanie Glentworth
<b>Date of previous inspection</b>	26/06/2013
<b>Telephone number</b>	01652 656 927

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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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