

# Little Angels Nursery and Out of School Care

Woodrow Community Centre, Woodrow, REDDITCH, B98 7RY

<b>Inspection date</b>	20/11/2014
Previous inspection date	09/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The manager is passionate about delivering a high quality service to ensure that all children have the best start in life. This means that all areas of practice are monitored and good learning outcomes for children are achieved.
- Staff are attentive, sensitive and skilful in their interactions with children, including those with special educational needs and/or disabilities. This means that children feel very safe, secure and happy.
- There are very good, strong partnerships with other professionals. Relevant information is shared so that children are effectively supported. This means all children are fully included and their needs are very well met.
- Staff give high priority to children's personal, social and emotional development. This ensures that all children make good progress from their starting points.
- Staff have good knowledge of safeguarding policy and practice. As a result, children are well-protected and safeguarded in the setting.

### It is not yet outstanding because

- Staff have not implemented highly successful strategies for parents to contribute to their children's ongoing learning and development or to share activities or achievements from home, to enhance the assessment of children's skills.

## 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 playrooms and the outside learning environment.
- The inspector had discussions with the manager and staff.
- The inspector looked at a selection of policies and procedures, children's learning records, the nursery's self-evaluation and a range of other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Little Angels Day Nursery and Out of School Care opened in 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms in a community centre in the Woodrow district of Redditch. There is an enclosed area for outdoor play. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 126 children on roll, of whom 80 are within the early years age range. The nursery offers funded early education for two-, three- and four-year-old children. The nursery is open five days a week during school term times. Flexible sessions are offered from 8am until 6pm. The nursery offers before and after school care for children attending local schools. The before and after school sessions operate from 8am until 8.45am and 3pm until 6pm. There are 11 members of staff employed in the setting, of whom, nine hold appropriate early years qualifications at level 3. One member of staff is qualified to degree level.

### What the setting needs to do to improve further

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

- develop further systems to enable parents and carers to regularly contribute to their child's learning and development and to share achievements from home, so that this information can be used to enhance the assessment of children's skills.

## Inspection judgements

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

Staff have a good knowledge of the requirements of the Early Years Foundation Stage. As a result, children thrive and are well motivated to learn in this good quality setting. Staff provide an exciting, stimulating and well-organised environment, with a range of resources to promote learning in all areas of development. Staff have high expectations of children and are skilled in identifying when to get involved to extend and support children's learning further.

At the beginning of the placement, staff encourage parents and carers to complete an All about me form, which includes details of children's interests, people that are special to them and their family pets. In addition, staff also complete an initial assessment of the progress they observe children making in the nursery. This completes an overview of children's development in all areas of learning. Informative learning journey records, which demonstrate children's achievements and their identified learning priorities, continues to ensure staff and parents and carers have an agreed view of children's learning. Staff communicate regularly with parents by providing daily verbal feedback, using the parents' noticeboard and sending home regular newsletters. Parents interviewed

during the inspection confirm that they are regularly informed about their children's progress. In addition, they are encouraged to view their children's learning and development records, particularly at formal meetings with their key person. However, staff are not highly successful at encouraging parents to play a full and active role in their child's ongoing learning, such as adding comments to their development records or sharing their achievements or special events from home. This means that the assessment of children's skills is not as sharply focused as it could be if this information was obtained.

The quality of teaching is consistently good. Staff have a clear understanding of how to promote the learning and development of young children and, as a result, children make good progress in their learning. Staff provide stimulating activities and experiences that capture children's interests and promote development across the seven areas of learning. Consequently, children are enthusiastic, busy and inquisitive. For example, after a recent charity event at the nursery, the pre-school children ask staff if they can make cakes. They confidently explain to the inspector that they want to make the cakes for 'the poorly children in the hospital'. Staff encourage children's awareness of mathematical concepts as they encourage them to weigh the ingredients for baking. Children have great fun messy mixing and experimenting with a range of ingredients to make their cakes. Staff encourage children's communication skills well, as they listen attentively as children talk about the ingredients they are using. They skilfully question children to extend their thinking and develop their understanding of healthy eating. For instance, when discussing the sugar they are adding, staff ask the children whether sugar is healthy. Children are thoughtful and answer that it could make their teeth 'fizz' and that they might need to see the dentist if they eat too much. Staff are skilful in their interactions as they support, encourage and extend children's learning. For example, toddlers engage wholeheartedly in a painting activity. They use brushes and printing resources to spread the colourful paints onto paper. This effectively encourages sensory exploration, expressive creativity and promotes their physical skills. Staff join children as they sing favourite songs, such as a counting song about monkeys or a song about twinkling stars. This supports the development of their early expressive language skills.

Where a gap in children's learning is identified, staff work closely with parents and other professionals to ensure children make the best progress from their starting points. Children with identified speech, language and communication needs are very well supported. This is because staff make good use of advice and implement speech and language monitoring tools. For example, staff use picture cards and simple sign language to ensure children who need additional support with communication are fully included. Children who speak English as an additional language are well supported with labels in the environment and staff using key words in the child's home language. This ensures all children are well prepared for their next stage in learning and for school.

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

Children thoroughly enjoy their time at nursery and are very happy and confident learners. They have a secure sense of belonging, which enables them to enjoy their time and make very good progress. Effective settling-in procedures are in place to meet the individual

needs of children, alongside a very successful key-person system. There is always someone in the nursery, who is very familiar to the children at the start and end of each day. Information is gathered from parents right from the start to ensure that the key persons are fully aware of individual routines, interests and capabilities. Staff are very aware that changes of staff or moving to another room may temporarily affect confidence. Therefore, good attention has been given to the transition process as children move up into the next room and they are given many opportunities to get to know their new play environment and carers. Links with nearby schools are also well established and staff manage the transition to school effectively to support children at this crucial time.

Behaviour is consistently good throughout the nursery because staff are good role models. Staff are skilled at using distraction techniques if children are starting to display unwanted behaviour and the possible consequences of their actions are clearly explained to them. This helps children to manage their feelings and feel secure in their play. In addition, staff have effective strategies in place to support children to understand the boundaries and routines. For example, staff tell children how much time they have left to play before it is time to tidy away. In particular, this approach is successful when supporting children, who have special educational needs and/or disabilities. The staff use everyday opportunities, which are developmentally appropriate to teach children how to keep themselves safe. For example, children are reminded about not running inside, or using the slide one at a time, which reinforces children's developing understanding of safety issues.

Children are provided with nutritious snacks and drinks, such as milk, toast and fruit. They are encouraged to help themselves at snack times. For example, children pour milk and water expertly from jugs. This means that children's sense of independence, well-being and involvement is nurtured. Furthermore, it provides scope for children to explore the physicality of everyday experiences and so strengthen their attention, balance and coordination. Staff use other opportunities to encourage children to do things for themselves. For example, they put on their own coats before outdoor play. These routine activities help children to increase their independence, which supports their future learning. Children have free access to the outdoor area throughout the sessions, which means they benefit from plenty of fresh air and have good opportunities to develop their physical skills. For example, older children enjoy climbing and sliding and younger children have great fun rolling hoops with staff in the outdoor area.

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

The manager and staff have a secure understanding of the Early Years Foundation Stage safeguarding and welfare requirements. Rigorous vetting and recruitment procedures enable the provider to check that employees are suitable to work with children. New staff and trainees benefit from close supervision and good support from more experienced staff. Induction procedures are robust, so staff develop a secure knowledge and understanding of their responsibilities. All staff have clear awareness of the procedures to safeguard children's welfare. They have to read all policies and procedures and have their own copies to refresh their knowledge. This enables the manager to check staff

knowledge and identify areas for further development. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. This contributes to maintaining children's safety and protects their well-being. Supervision procedures contribute to an assessment of ongoing suitability and identifying training needs. All the required documentation is maintained to support children's safety and welfare. Records are easily accessible and stored securely to maintain confidentiality.

The manager is passionate and highly committed to ensuring the best possible outcomes for all children. She uses her knowledge, skills, and experience to successfully monitor the quality of teaching and learning at the nursery. She works alongside staff, acting as a good role model and an observer of practice. The enthusiastic and well-qualified staff team work together well to provide consistency for children. The comprehensive systems of observation, assessment and planning support the staff in monitoring children's progress effectively. This includes records to identify if there are any gaps in children's learning, which enables staff to successfully tailor planning to children's individual needs. This means that children are supported well and make good progress in their learning and development. The manager oversees this process to ensure all children are progressing in their development. For example, she regularly checks children's learning development folders and their progress trackers. The manager effectively evaluates the nursery and prepares focussed improvement plans following the involvement of staff, parents and children. As a result, the provision is consistently improving to benefit all children.

Staff have made good links with local school and invite teachers to visit the nursery to help prepare older children to get ready for their move onto school. The nursery successfully meets the diverse needs of children attending by establishing strong partnerships with a range of external agencies. This includes the local authority and many health and social care professionals. Through well-planned interventions, the nursery ensures all children, especially those with special educational needs and/or disabilities and those who speak English as an additional language, are met very efficiently and effectively. The nursery also implements very good systems and procedures to support children and families with additional needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY333450
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	862573
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	61
<b>Number of children on roll</b>	126
<b>Name of provider</b>	Little Angels Nursery UK Ltd
<b>Date of previous inspection</b>	09/12/2010
<b>Telephone number</b>	01527 502 020

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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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