

Little Angels Day Care Centre Ltd

Guardian Angels Catholic Primary School, Hurst Lane, BIRMINGHAM, B34 7HN

Inspection date

24/11/2014

Previous inspection date

12/02/2009

The quality and standards of the early years provision

This inspection:

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

- Teaching is effective because staff have a good understanding of how children learn and plan effectively, to ensure a balance across the areas of learning.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are fully integrated into the nursery, and staff work closely with parents and other professionals to ensure that their individual needs are met.
- Children are happy, confident and comfortable in their surroundings. Staff have developed strong relationships with children and parents ensuring children's well-being is promoted well.
- Children are safe at the nursery because staff are vigilant in their supervision, and implement the effective safeguarding policies and procedures at all times.
- The manager is a strong leader. She monitors the nursery effectively and supports the staff team's professional development, which in turn, benefits all children.

It is not yet outstanding because

- Staff have not implemented effective strategies for parents to contribute their observations of children's learning at home, so this shared knowledge can be used to help plan and support ideas about how to move children forward.

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 both indoors and outdoors.
The inspector looked at children's learning journey progress records, planning documentation, evidence of the suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector held a meeting 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 Care Centre Ltd is a self-funding day care facility, which is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre operates from an adapted building within the grounds of Guardian Angels Catholic Primary School in Shard End. There are currently 61 children on roll, all of whom are in the early years age group. The setting is open during school term time only. Opening times are from 8am to 5pm and from 3.15pm to 5pm for the after school club. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 16 members of childcare staff. Of these, 10 staff are qualified at level 3 and one staff member has a qualification at level 2. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- build on opportunities for parents to share information about children's achievements at home to further involve them in their children's learning and development, for example, by contributing observations of their own children's learning.

Inspection judgements

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

Staff interact and motivate children with passion and enthusiasm, and offer them plenty of exciting challenges. Children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play, gaining useful skills for the eventual move to school. They are engaged and show curiosity, and staff promote and enhance learning through play, with positive attitudes. For example, staff and children discuss what creatures they might find outside. Staff provide children with colourful pictures of 'minibeasts' they might find in the garden. They hunt eagerly for insects and are enthused by staff to examine any interesting finds, such as frost covered leaves. As a result, children are motivated to learn about the natural world. Staff foster children's communication and language skills well, particularly those working with babies. For example, staff constantly talk to babies as they play, modelling and repeating words. Babies show that early language skills are emerging as they respond with delight by babbling and copying the sounds made by staff. Older children use technology confidently as they select educational programmes on the interactive computer tablets.

Children make good progress in their learning and development. This is because staff understand how individual children play and learn, and the quality of teaching is good.

Staff effectively liaise with parents and gather information about the children's preferences and capabilities before the children start at the nursery. They use this information, along with their initial observations, to form children's starting points. As a result, staff plan activities that are of interest to the children from the beginning. Generally, good two-way communication between parents and staff ensures that important information is exchanged in relation to children's progress and the next steps in their learning. However, staff have not established effective ways of enabling parents to contribute ongoing comments and observations of their children's learning. This means that planning for children's learning is not always sharply focussed, as the staff are not consistently obtaining a complete all-round view of their interests and achievements.

Children's achievements are recorded in their development records with observations, photographs and examples of their artwork. Their individual starting points and detailed plans regarding each child's next steps in learning are established to form a baseline for children's learning. A system for tracking children's progress has been implemented to ensure that no child gets left behind. This identifies if there are any gaps in learning or whether children, need additional support. The nursery effectively supports children who have special educational needs and/or disabilities and those who speak English as an additional language. Good working relationships with parents ensure that information about children's home language is gathered when children begin. Staff use this information to support children to learn English alongside their home language. Key persons work very closely with outside agencies to provide well-planned activities that promote the child's development in all areas. Individual care is provided through accessing specific funding and staff are skilled at following individual educational and care plans. As a result, partnership working supports all children to make good progress in their learning.

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

Children are well settled and secure and they enjoy trusting relationships with staff, who are very caring and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well promoted. Babies form strong bonds with their consistent carers. Staff are careful to follow children's home routines when they start, which helps them feel safe and secure. This effectively promotes children's emotional and physical well-being. Settling-in sessions are flexible to suit the individual needs of children and their families. This ensures their move from home to nursery is successful. The move between rooms and to school is well supported. Children attend taster sessions when moving rooms and the move is managed gradually based on children's individual needs. Staff prepare children for their move to school by reading stories and having discussions about school life. As a result, children's emotional well-being, confidence and sense of belonging is maintained.

Children are learning about healthy lifestyles because they have regular access to fresh air and exercise. Inside, staff promote their physical skills as they enthusiastically join the children as they sing and dance to a variety of action songs. Children are learning good hygiene routines because they know they must wash their hands before eating and after using the bathroom. Children are provided with a healthy range of food for their snacks.

Fresh drinking water is readily available. Their independence skills are promoted because they are encouraged to help themselves and to pour their own drinks. Children of all ages benefit from sitting together and enjoying the social aspect of lunchtime. Such skills help them prepare for their move to school.

Staff create an inviting, child-friendly environment where children can easily help themselves to toys and equipment and become increasingly independent in developing their play and ideas. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of the rooms where children are cared for. This helps to create an exciting and stimulating learning environment. Children have access to a broad selection of high quality resources and toys, which are well maintained and cover all areas of learning, both inside and outdoors. Children enjoy a harmonious environment where positive behaviour is affirmed and praised. As a result, children's behaviour is good. Children play cooperatively, taking turns and sharing resources. Children are comfortable in their surroundings and show a good awareness of their own and others' safety. Children are encouraged to tidy up and take care of resources. When they go out to explore areas of the on-site school's grounds they learn to stay together and know how to keep themselves safe when using the outdoor areas. This practice supports children in managing their surroundings to minimise accidents.

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

Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are very good and all staff attend safeguarding courses. As a result, they are aware of their responsibilities and know what action to take in the event of any child protection concerns or allegations made about a member of staff. Any risks to children are managed very effectively, enabling the children to move around their environment freely and safely accessing resources as they choose. Recruitment procedures are rigorous to ensure the suitability of staff. They include having a Disclosure and Barring Service check and a thorough induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Documentation for the safe and effective management of the nursery is well organised, regularly reviewed and updated to take account of best practice and revised legislation. This ensures children's safety and well-being is effectively promoted.

Staff benefit from regular supervision sessions that provide individual support and identify particular training needs or interests. The manager has a clear understanding of the learning and development requirements and reviews activities by talking with staff. She regularly checks the planning and assessments to ensure children receive effective support, and key persons and the manager track children's achievements on grids. This enables them to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. The manager has developed methods for monitoring the quality of teaching and learning during activities. For example, she will observe staff's interactions with children and feedback on ways they can improve practice. Consequently, opportunities are always explored to enhance further the effective

practice of promoting children's learning and development.

The manager completes a thorough self evaluation of the nursery and puts in place improvement plans. She ensures that areas for improvement are realistic and enhance children's experiences at nursery. Staff ask children about their likes and dislikes and favourite resources. Parents are invited in to speak to key persons at 'open mornings' every month and their views are also sought through questionnaires. This contributes to a shared approach to learning and ensures there is a clear vision for the future for all parties. Parents speak highly about the nursery. They comment that their children enjoy attending, they 'love it' and that staff can do nothing better. The manager and staff work equally well with other professionals who offer support for the benefit of children. This is very evident in the links they have made with specialists to help support children with special educational needs and/or disabilities. Transition arrangements for the children's next phase in their learning are very well supported through established and valuable links with local schools. The setting has a very strong partnership with the on-site school where many of the children move on to. Children have the opportunity to spend time with their new school teachers as staff plan occasions when they visit. This supports a consistent approach to children's learning and prepares them for their future move to school. They have also made effective links with other local schools. Staff send transition documents to new teachers detailing learning and development information for each child. The manager and team are clearly well informed about the importance of sharing information to promote children's individual learning and development needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY356300
Local authority	Birmingham
Inspection number	857500
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	61
Name of provider	'Little Angels' Day Care Centre Limited
Date of previous inspection	12/02/2009
Telephone number	0121 747 2782

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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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