

Little Angels Day Nursery

Wickway Community Centre, 245 St. Georges Way, LONDON, SE15 6PL

Inspection date	02/12/2014
Previous inspection date	17/12/2013

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		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

- Staff build effective partnerships with parents including keeping them informed and involving them in their children's learning.
- The leadership and management team monitor the staff team and educational programme effectively to identify how they can help children make good progress.
- Staff understand the importance of providing activities that take into account children's interests, which enables them to make good progress in their learning and development.

It is not yet outstanding because

- Children do not freely access information technology as they want to develop their information communication skills.
- Staff do not always provide enough challenging experiences for children who are above their expected stage of development so that they can reach their full potential.

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 the indoors and outside play area.
- The inspector held meeting with the management team and talked with staff.
- The inspector sampled documentation including suitability checks, staff qualifications appraisal and supervision documents.
- The inspector took account of the views of parents.
- The inspector invited the manager to undertake a joint observation.

Inspector

Sarah Bangura

Full report

Information about the setting

Little Angels Day Nursery registered in 2013. It operates from a community centre, in the Peckham area, within the London Borough of Southwark. There is an outside play area. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Registers. It operates between the hours of 8am to 6.30pm Monday to Friday. There are currently a total of 16 children on roll. Six staff, including the manager and the provider work with the children. The manager has a degree in early years, three staff have an appropriate level 3 qualification and two hold a relevant level 2 qualification.

What the setting needs to do to improve further

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

- improve children's developing skills through the provision of more information technology equipment

- provide experiences that challenge those children who are above their expected stage of development to help them reach their potential.

Inspection judgements

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

Overall the quality of educational programme is good and supports children's needs. As a result, children are progressing well and having enjoyable experiences in the nursery. Staff use the children's interests and the views from the parents to plan effectively. For example, staff track children's achievements and progress alongside published guidance documents. This enables staff to identify children who need support in their learning experiences to meet their individual needs. They link children's next steps information successfully to monthly learning intentions to give children age appropriate experiences across all areas of learning. However, staff do not always full children who are above their expected developmental stage. Staff involve parents in their children's learning and keep them well informed of their children's progress. They prepare detailed development reports which they share regularly with parents as well as the required progress checks for two-year-old children. This allows good continuity of care and learning for the children.

Staff promote children's language development well. Staff consistently talk to children during their play and make use every opportunity to promote their language. Staff encourage children to point at pictures and answer thoughtful questions. Children have enjoyable experiences building traditional tales on computer programme. This develops their information communication skills, but this is limited as children cannot independently

access the computer. This helps develop children's understanding and encourage them to think about what they are doing and respond appropriately.

Staff support children's writing skills well through the provision of a good range of resources such as individual note books, chalk and other creative activities. Staff effectively promote children's physical development as they move in their play between the well-resourced indoor and outside environments. They also include regular visits to various parks where children access large equipment to build their strength and growing bodies. Staff supervise children attentively as they as children enjoy fresh air in most weather conditions. Children enjoy a range of activities and make good progress in their physical development.

Staff support children well to prepare for school and provide parents information to help children become ready. Staff promote children's independence and help them develop responsibility, for example children help with tasks in the nursery and serving themselves. Children learn about different customs and cultural celebrations, which are reflective of the wider world in which they live.

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

The supportive and attentive staff welcome and respect children, which helps children develop a sense of belonging in the nursery. Staff help children to understand their feelings and how to express themselves well. Children benefit from a secure bond with their key persons who know them well. This further promotes children's confidence and self-esteem.

Staff understand and have a positive approach towards inclusion. They work closely with the professionals and social workers from the local authority to ensure they are effectively meeting children's individual needs. Staff know the children for whom they are responsible and work consistently to provide each child's unique needs contained in detailed information of their individual plans.

Staff follow established nursery procedures to promote children's safety in the indoor and outside environment. Risk assessments are thorough and cover all areas including outings and identify hazards to minimise or manage them effectively. Staff practise regular fire evacuation procedures, which helps teach children how to behave in an emergency. All children are familiar with hygiene routines at the appropriate times through washing hands before and after snacks and meals and after going to the toilet. Staff talk to children about why it is important to wash hands, such as after toilet because germs can make them ill. This shows that children are developing awareness about good hygiene behaviour to support their health and well-being.

Children develop useful social skills when they sit to eat together with staff. Children serve themselves their own meals and pour their own drinks which support their independence. Children take turns to set the tables for meals, giving them a good sense of responsibility. Children benefit from linking eating healthy nutritious meals with healthy growing bodies.

This promotes children's well-being and good health.

All staff are consistent in their approach to behaviour management. Staff use good strategies to support children to work cooperatively together. For example, staff encourage children to help with various tasks cooperatively and seek to minimize incidents with those children with challenging behaviours. Children respond eagerly to consistent praise and encouragement when they display acceptable behaviours. This fosters a calm environment where children play harmoniously. Children of all ages and stages of development are well behaved.

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

The leadership and management of the nursery is strong. The new manager has made extensive changes to practices in the nursery, working closely with the local authority consultant to make effective changes. Ongoing training and support has improved staff knowledge and understanding of the early years foundation and how children learn through play. Staff have a clear understanding of safeguarding and child protection. Staff demonstrate full awareness of key indicators of concerns and are familiar with the procedures to report any concerns to the appropriate agencies. They understand how to keep children safe at the nursery and carry out thorough risk assessments daily so that children play in a safe environment. This promotes children's safety and welfare well.

All required records to ensure all adults are suitable to work with or be in regular contact with children are in place. This includes carrying out the Disclosure and Barring Service checks and disqualification disclosure which are available for inspection. A full range of written policies and procedures are in place, such as for complaints and whistleblowing any concerns. The manager shares relevant policies with parents at registration and keeps staff knowledge and understanding of their responsibility at induction and updates staff on an ongoing basis.

Self-evaluation is good due to a committed leadership and staff team. It includes current strengths of the nursery and the areas of development the nursery is working towards improving. The manager works well with staff to raise standards further through training and strong monitoring of practices. The planning is flexible to ensure children's interests inform activities and experiences. Staff discuss learning development plans regularly and receive ongoing professional development, which develop staff skills well to enable them to implement plans. Parents and children's views inform priorities to drive development. As a result, parents and children benefit from the good service.

Staff work very effectively with parents and other agencies such as local authority consultant and professionals who support children with additional needs to support children's individual needs. Staff attend meetings with families and work hard with plans and targets to support children with their learning and care. They spend time to carefully implement plans and special requirements in the nursery to improve children's welfare and

learning. This promotes good continuity of care and learning.

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	EY462486
Local authority	Southwark
Inspection number	962927
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	16
Name of provider	Tinuola Alake Odeku
Date of previous inspection	17/12/2013
Telephone number	0207 701 7971

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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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