

Little Angels Day Nursery

2 Davison Road, Smethwick, West Midlands, B67 6JL

Inspection date	23/12/2014
Previous inspection date	14/02/2011

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

- Close emotional attachments are developing between key persons and children. The staff use meaningful praise throughout the day. As a result, children become resilient and behave well.
- Teaching is good because the management and staff have a strong awareness of how to foster children's learning and development. Consequently, children progress well towards the early learning goals.
- There are strong partnerships with parents and carers, which ensure children's needs are effectively catered for. Partnerships with other professionals and providers ensure that children are effectively prepared for their move to school.
- The self-evaluation process includes all stakeholders and improvements bring about effective changes for all children. Staff practice is effectively monitored. The management ensures that safeguarding children is a priority within the setting at all times.

It is not yet outstanding because

- The staff do not always seek more detailed information from parents about their children's previous learning to enable them to provide optimal levels of support for all children from the start.
- The staff do not always maximise older children's already good handwriting skills during their adult-guided play times, to extend their literacy development.

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 scrutinised a range of documents, including attendance registers, risk assessments, self-evaluation records, the provider's improvement plan and evidence of staff's suitability and qualifications.
- The inspector observed activities in the indoor and outdoor play areas and checked other areas used by the children.
- The inspector conducted a joint observation with the provider and held meetings with the provider and the staff at various times throughout the inspection.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Little Angels Day Nursery registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and operates from a converted, extended and semi-detached house in Smethwick, West Midlands. The nursery serves the local area and has strong links with the local schools. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday, from 7.30am until 6pm, closing for one week at Christmas and bank holidays. There are currently 51 children attending, 36 of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs eight members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6 and has gained Early Years Professional Status. Two staff hold appropriate early years qualifications at level 4, two members hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 2.

What the setting needs to do to improve further

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

- increase the already good information gathered about children on entry to the setting, so that the planning for their progress is sharply focused and rapid from the start, for example, by gaining clear and concise information from parents about their child's previous learning

- maximise opportunities for older children to develop their already good literacy skills, for example, by encouraging them to develop their handwriting skills during adult-guided play times.

Inspection judgements

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

The staff have a good awareness of the learning and development requirements of the Early Years Foundation Stage. Consequently, children progress well towards the early learning goals because teaching is strong. Staff observe children as they play and ensure the next steps in their learning and development are accurate. They work closely with the parents to identify children's needs, so that they settle quickly into the setting. However, the information collated from parents at the time of entry does not always include the highest level of detail about the children's previous learning. Consequently, staff do not always make the best use of all possible opportunities to gain the fullest picture of

children's capabilities from the start. As a result, planning for optimal levels of support from the outset is not always fully maximised by the staff. Children's learning is fully fostered. For instance, the staff provide a range of resources for children to explore as they engage in glue and stick activities. This, as well as access to a range of tools, supports children's imagination and physical skills. Additionally, the staff use a range of questioning techniques to encourage children's critical thinking. For instance, children are encouraged to identify which are the shortest or longest lengths of felt and count the stars and feathers they have added to their picture. This shows that staff are aware of how to encourage children's mathematical development during their activities and explorations. The staff demonstrate how to use the glue stick and hold down the feathers until they stick. As a result, children engage well and investigate in their own way. However, staff miss some opportunities during these times to further encourage older children's handwriting skills. This is because they write the children's names on their work for them, rather than encourage them to do this for themselves. Consequently, the staff do not always maximise children's already good literacy skills at all times. Staff interact positively with children and praise their efforts throughout the day, which fosters their personal, social and emotional development very well.

Children thoroughly enjoy their outdoor play times. Here, they make their own choices about how they move. For example, they climb, balance and play catch and throw games with their friends and staff, and laugh and giggle as they ride round on their tricycles and scooters. The staff join in with children's games to encourage and extend their skills and maximise their physical abilities. As a result, children develop a can-do attitude and grow in confidence in their own abilities. Children enjoy a range of outings to places of interest. For instance, they visit the local zoo where they learn about wild animals and where they come from. The staff follow these interests by taking children to the local sea-life centre, where children learn about big and small fish and mammals and how they live. Children make connections in their investigation of the world around them, as they read story and reference books back at the setting to extend their learning further. Additionally, children visit the nearby shops to buy ingredients to make cakes, which they take to the elderly care home. This helps children develop empathy for others and raises their awareness of their local community. Children's interest in people who help us is extended as parents visit the nursery to talk about their jobs as police officers and nurses.

Staff who care for toddlers discuss with their parents the best time to provide a summary of their child's learning and development. This is to make sure this is done at the best time for their progress check between the ages of two and three years. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. For example, staff liaise well with other professionals to ensure good levels of consistency and continuity for all children on roll. The staff develop effective partnerships with parents. For example, key persons and parents share two-way information about the child each day. Additionally, parents come into the setting to discuss their child's ongoing progress. As a result, parents become aware of how to support their child's continued learning in the home environment.

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

There are strong emotional attachments between each key person and the children they care for. As a result, children behave well, become resilient and develop strong friendships with other children and the adults around them. Key persons discuss the children's care and learning needs as they move up to the next room. This, and good settling in arrangements, makes sure that children are able to settle quickly throughout the setting. Furthermore, good relationships between the setting and school effectively foster children's next phase in their learning. There is a good key-person system in place. For example, key persons liaise well with parents, ensuring there is a good, two-way exchange of information.

Children develop a good awareness of a healthy lifestyle. They take risks in their play as they spend time being physically active in the outdoors each day. Additionally, they regularly visit the local parks to practise their skills on a range of larger equipment and run around with exuberance in the fresh air. Children talk about making healthy choices during meal and snack times. They know to wash their hands after using the toilet and before they eat. Staff encourage children's learning about their own personal safety because they talk to them about road safety during outings in the local areas. Children's learning about personal safety is further maximised because they are fully included in the evacuation procedures of the setting. This helps to keep children safe.

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

The management and staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, the staff effectively check all indoor and outdoor areas before the children arrive in order to secure their safety and well-being. The recruitment procedures in place are robust and include an in-depth induction programme. The suitability of all staff to work with children is effectively checked and monitored by the management. All staff implement the robust policies and procedures. They attend regular training on safeguarding children. Consequently, staff are able to identify possible signs and symptoms of abuse and neglect, and know what to do and who to contact should they have a concern. There are good monitoring systems in place to make sure the teaching and learning programmes are effective, and that children's next steps in their learning are clearly identified.

The continuing, targeted programme for the professional development of all staff ensures teaching is good. The management support staff to develop their training through coaching and positive role modelling. This raises staff moral and helps them to work closely with all children, parents and other professionals to identify any further support the family may need. Consequently, children's learning and development is well fostered over time. All stakeholders are included in the self-evaluation processes. As a result, children benefit from attending a setting that is consistently improving. There are strong partnerships between the parents and the child's key person. Parents see a range of displayed information about the Early Years Foundation Stage and have free access to the policies and procedures. This helps them to support their child's learning at home and keeps them informed at all times about the service provided.

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	255142
Local authority	Sandwell
Inspection number	871567
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	51
Name of provider	Vivienne Bent
Date of previous inspection	14/02/2011
Telephone number	0121 429 6226

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

