

Little Angels Nursery

Grindon Lane, SUNDERLAND, Tyne and Wear, SR3 4EN



Inspection date

20 January 2015

Previous inspection date

7 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Highly-qualified and experienced staff support those less qualified very well and are good role models. This has a positive impact on staff practice and the whole team is committed to continually improving the provision.
- All children, including those with special educational needs and/or disabilities, make at least good progress. This is because staff have a very good understanding of children's individual needs and provide activities and experiences, which reflect their interests and stages of development.
- Staff have a very good understanding of how to keep children safe, including what to do if they have concerns about a child's welfare. They support children to understand the importance of being healthy and making healthy choices.
- Children are clearly happy in the setting, they smile, laugh and interact well with staff and their peers.
- The staff team work very effectively in partnership with parents to support children's learning and development. As a result parents feel valued, well informed and involved in their children's learning.
- The staff team are well supported and access training and development which meets their individual needs and the needs of the setting.

It is not yet outstanding because:

- There is scope to further analyse the already good assessments to ensure that children can make the most rapid progress possible.
- Children do not always have independent access to developmentally-appropriate non-fiction books, which reflect their interests.

What the setting needs to do to improve further

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

- strengthen further the already good assessments of children's learning to provide more detailed information about the progress of all groups of children, to ensure that they can make the most rapid progress possible
- enrich further children's independent access to developmentally-appropriate non-fiction books, which reflect their interests and they can use as part of their play.

Inspection activities

- The inspector took a tour of the setting.
- The inspector observed the quality of teaching and the impact this has on children's learning, inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the owner, manager, staff, parents and children during the inspection.
- The inspector viewed a range of policies, procedures, risk assessments, children's records, staff qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All teaching is good and, as a result, all children make at least good progress and acquire the skills they need for school. Staff plan interesting activities and experiences, which are very well matched to children's stages of development. Children have access to a wide range of developmentally-appropriate toys, resources and equipment, which cover all areas of learning. For example, children in all rooms independently access a variety of high-quality books, which they enjoy sharing with staff and their peers. However, there are fewer non-fiction books and therefore, the full range of children's interests is not always reflected. Staff use a variety of strategies to effectively support children's language acquisition and understanding. For example, in the toddler room staff sit alongside children commentating as they play and using good questioning to encourage them to think for themselves. As a result, children make good and sometimes outstanding progress in communication and language.

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

The setting is welcoming, interesting and inviting. Children are well supported when they start attending. Staff are flexible and responsive to the needs of each family and are quick to recognise when children need support, encouragement and comfort. As a result, children settle quickly and form strong bonds with their key person. Children develop good independence and an understanding of how to stay safe and manage risks. For example, in the pre-school room staff talk about the dangers of slipping on ice before children go outside to explore its properties. Staff prepare children very well emotionally as they move between rooms and on to school. For example, babies are gradually introduced to the toddler room to help them develop confidence and familiarity before they move on. All staff have high expectations of children, are consistent in their approach to behaviour management and, as a result, behaviour is excellent throughout.

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

The manager and staff team have a very good understanding of the learning and development requirements and how to keep children safe. Comprehensive policies support health and safety and effective use of risk assessments ensure that hazards are minimised. Regular staff meetings, supervision and individual development plans help improve the provision and practice. The manager monitors teaching, observation, assessment and planning to ensure children's individual needs are met. Robust tracking demonstrates that all children make at least good progress from their starting points. The manager has recognised, through astute self-evaluation, the need to further strengthen how staff monitor and plan for groups of children, to ensure they make more rapid progress. The manager is committed to continuous improvement and seeks the views of children, parents and staff as part of this process. Strong partnerships with parents, schools and professionals ensure that children's needs are most effectively met.

Setting details

Unique reference number	EY258477
Local authority	Sunderland
Inspection number	860476
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	137
Name of provider	Sandhill Little Angels Nursery Limited
Date of previous inspection	7 March 2012
Telephone number	0191 5538880

Little Angels Nursery was registered in 2003 and is run by a partnership. It is situated in the Sandhill Centre in the Grindon area of Sunderland. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3, including two with Early Years Professional status and three with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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