

## Inspection date

23 January 2015

## Previous inspection date

24 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff demonstrate consistently good qualities of teaching and some is outstanding. They provide children with interesting and challenging experiences, both inside and outdoors. As a result, children are well motivated, eagerly explore and are actively involved in their own learning.
- Children's learning and development is closely monitored through precise assessment by their key person and management. Consequently, all children make very good progress in their learning.
- Children are emotionally well prepared for their next stages of learning, because staff sensitively support children's moves within the nursery and to other settings, such as school.
- Children form strong attachments with their key person and have good relationships with all staff. This is because the effective key-person system in place ensures all children's learning, development, emotional and well-being needs are consistently met.
- The leadership team is strong. A targeted programme of staff supervision and professional development is in place. All staff demonstrate a high drive for improvement. This has a positive impact on their practice and enhances the levels of achievement children make.

### It is not yet outstanding because:

- Staff have not fully considered the timing and location of where planned focus activities for small groups of children take place. Consequently, some children's concentration and learning during the activity is disturbed by other children's activities taking place nearby.
- Staff do not maximise opportunities to share home-learning strategies fully with all parents, in order to support and extend children's good progress even further.

## What the setting needs to do to improve further

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

- review the timing and location of where planned focus activities take place, so that children's concentration and learning is not disturbed by other children's group activities taking place nearby
- strengthen the already effective partnership with parents by enriching opportunities to share with them home-learning strategies, in order to fully maximise the progress children make.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities in the four playrooms and outside.
- The inspector conducted a joint observation with the two deputy managers.
- The inspector held a meeting with the nominated person and the two deputy managers.
- The inspector spoke with the nominated person, deputy managers, staff, and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day and from information included in the nursery's own parent surveys.

### Inspector

Jacky Kirk

## Inspection findings

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

Children are developing well in their communication and language, and personal, social, and emotional development. Skilful staff help children form positive relationships with their peers as they considerately acknowledge children by their name. This enables other children to get to know each other quickly. Furthermore, staff hold up photographs of the children and ask where they are. Children confidently say, 'here I am' and or recognise their friends and point out where they are sitting. This supports their self-confidence and self-awareness. Staff support children's interests and learning styles well. For example, they cut out slots in cardboard boxes, so children who like to post things, can work out what fits and does not fit into each hole. This helps them to develop good problem-solving skills. Children initiate their learning. For example, they look at the activities on the display board and then actively choose where they want to play. Staff introduce young children to phonic sounds in a fun way. For example, children push toy cars along road pictures in the shape of letters. Planned activities sharply focus on and support children's individual learning needs well. However, other children taking part in activities nearby sometimes disturb children's levels of concentration, which interrupts their learning.

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

Children and their families are warmly welcomed into the natural nursery environment. Staff work closely with parents and share information about their children's well-being and care preferences. As a result, children feel secure and settle well. Staff are good role models. For example, staff eat with and share the same meals with children. They help younger children to become independent by showing them how to serve and cut up their own food. Young children learn to share and take turns as staff sensitively explain to children what acceptable behaviour is. Children experience risk and challenge appropriate to their age as staff provide them with a range of stimulating activities and equipment both indoors and out.

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

The leaders and all staff are committed and dedicated to maintaining the highest levels of attainment for children. They achieve this through implementing successful improvement plans. All staff have a secure knowledge of the learning and development requirements. Leaders ensure all staff implement policies and safe working practices which keep children healthy and safe. Precise and effect monitoring of children's progress ensures any potential learning needs are quickly identified and appropriate interventions are sought. Effective arrangements for recruiting and monitoring new staff are in place. Regular staff supervisions ensure practice is consistent throughout the nursery. A well-established programme of professional development helps staff to constantly improve their practice. Partnerships with parents, external agencies and other providers are well established. However, there is scope to maximise the sharing of home-learning strategies with all parents in order to enhance the already good progress children make.

## Setting details

<b>Unique reference number</b>	EY424578
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1003012
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Kirstie Johnston
<b>Date of previous inspection</b>	24 January 2013
<b>Telephone number</b>	01522 705678

Angels Childcare is a privately owned nursery. It originally registered in 2008 and then re-registered in 2011. The nursery opens Monday to Friday for 50 weeks of the year from 7.30am until 6pm. It provides funded early education for three- and four-year-old children. The nursery employs 24 members of childcare staff. Of these, two of the staff have childcare qualifications at level 6, three at level 5, one at level 4, nine at level 3 and two at level 2. The nursery follows the High Scope educational philosophy method of teaching.

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