

Little Angels Day Nursery

L A Fitness Club, Easlea Road, BURY ST. EDMUNDS, Suffolk, IP32 7BY



Inspection date

8 April 2015

Previous inspection date

24 February 2011

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		Outstanding	1
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

- Staff encourage children to consider mathematics during practical activities. For example, children make estimations and count the segments as they peel and chop fruit for snack. They also consider size and describe, for example, dinosaurs as 'enormous'. As a result, children confidently use mathematical language to describe quantity, shape and measurements.
- Staff prepare children well for their move to nursery or school. They exchange learning files with other settings that children attend to ensure consistency in learning. Staff facilitate shared care by taking children to, and collecting them from, other settings. Children complete projects on 'Our emotions' to help them understand their own feelings and become emotionally ready for any move.
- The staff work very closely with other agencies and parents. They host meetings and follow programmes that provide excellent support for children's needs, enabling every child to learn and develop well.
- Children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. For example, during the Hindu festival of Holi, children come to nursery dressed in brightly coloured clothes and take part in associated craft activities together.

It is not yet outstanding because:

- Some staff do not always support children to explore their ideas during activities or enable them to think critically as they make decisions.
- The monitoring of children's progress does not yet clearly identify any difference between groups of children attending.

What the setting needs to do to improve further

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

- enhance teaching further, for example, by paying closer attention to providing opportunities for children to respond to open-ended questions, and by supporting children to develop their own ideas as they play
- expand the current monitoring of individual children's progress, to more effectively identify any discrepancy between groups and focus planning.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector spoke with a sample of staff and children at appropriate times throughout the inspection.
- The inspector carried out a meeting with the manager.
- The inspector reviewed activities undertaken during the day with the manager.

Inspector

Lynne Talbot

Inspection findings

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

Staff plan stimulating activities in response to children's interests. For example, children ask to make scarecrows after seeing them in a storybook. Staff build on this and provide interesting, tactile resources to use; they extend it by teaching children new songs about scarecrows. Consequently, children explore creativity and literacy through books and rhymes. Staff are responsive to children's spontaneous ideas. They help them to use materials to make, for example, a pirate hat instead of a scarecrow. As a result, children make independent decisions in their learning and acquire the necessary skills to be ready for school when the time comes. However, some staff are less skilled at joining in without over directing the play, such as during role play. They do not always help children to talk through their own ideas in order to become self-motivated learners. Planning and assessment arrangements are good. Parents are involved in their child's learning because they are fully involved in identifying starting points for learning.

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

Excellent arrangements to care for children and support their well-being, are in place. Children play a significant role in their environment. For example, children complete 'photograph tours' of the environment and compile books showing what they like about the nursery. These are used by parents to review activities, and by staff to inform forward planning. Children speak knowledgeably about aspects of personal safety because staff offer sensitive reminders. For instance, children explain that they must bend their knees when jumping off of crates to protect their knees. They play a role in all areas in the nursery. For example, they help to clean surfaces in readiness for snack. Staff take every opportunity to reflect on healthy eating. Children enthusiastically discuss how eating pasta gives them energy and how milk builds strong bones. Children are exceptionally caring; they help younger children to feed themselves and independently fetch wipes to help clean their hands and faces. Such empathy in young children is particularly evident. The best possible use is made of the compact outdoor area, where children plant vegetables and play actively, to optimise physical development.

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

Regular reviews of all procedures ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. Arrangements to safeguard children are good. Recruitment, induction and reflective practice are robust and effective. Efficient monitoring of the progress in learning made by individual children takes place. However, there is scope to strengthen this further to assess the progress of identified groups of children, to ensure that planned activities support the development of all children equally. Performance management, including peer reviews, helps to motivate staff. Purposeful training continues to support improvement, for example, in response to the lower age group of children attending, some staff have attended training entitled 'Two's are special', which has helped to focus the planning.

Setting details

Unique reference number	404640
Local authority	Suffolk
Inspection number	869025
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	34
Name of provider	Little Angels Bury St Edmunds Limited
Date of previous inspection	24 February 2011
Telephone number	07789277400

Little Angels Day Nursery was registered in 2001. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications and the manager holds a Foundation Degree. The nursery operates a nursery and creche facility. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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