

Little Angels at Fenham Children's Centre



Sacred Heart Primary School, Convent Road, NEWCASTLE UPON TYNE, NE4 9XZ

Inspection date

5 June 2015

Previous inspection date

17 October 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Outstanding	1 1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Leadership of the setting is highly effective. The manager works closely with room leaders to ensure that standards of care and education are consistently high. Robust systems are in place for the recruitment, induction, supervision and staff training.
- Deployment of staff is extremely well organised. Highly qualified and experienced staff support those less well qualified very well and individual expertise is shared to strengthen the whole staff team.
- Staff engage with children, warmly welcoming them and encouraging them to explore the environment. Children form strong bonds with them and love spending time with their key person, who they go to for comfort and support.
- The manager ensures that children are extremely safe in the setting. All staff know what to do if they have concerns about a child's welfare. Very effective processes are in place to support health and safety; detailed risk assessments reduce hazards and thorough policies are evident in practice.
- Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They use this very effectively to ensure that children make excellent progress across all seven areas of learning.
- Staff collect quality information about children's care, learning and development needs when children start in the setting. Settling-in practices are flexible to reflect individual and family needs. Relationships with local schools are very strong and children are well prepared to cope confidently when they move on from the setting.
- The manager is skilled at analysing and using data. The progress of individuals and groups is tracked to highlight intervention needs and to ensure that gaps in learning are planned for. Consequently, all children make the most rapid progress possible.

What the setting needs to do to improve further

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

- enhance strong partnerships with parents even further by widening opportunities for them to be more involved in sharing their children's learning and achievements at home.

Inspection activities

- The inspector completed a joint observation with the manager and assessed the quality of teaching.
- The inspector spoke to the manager, staff, parents and children during the inspection.
- The inspector completed a tour of the setting and observed teaching and learning of all ages of children, inside and outside.
- 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 outstanding

Teaching is outstanding. Staff get to know children extremely well by playing alongside them, observing and assessing their individual needs. Staff collect information about children's experiences at home. As a result, they are able to plan the environment and activities to effectively reflect children's individual interests and next steps in learning. Staff also take into account the needs of groups. For example, they help those ready to move rooms or on to school to develop essential skills. Consequently, children are extremely well prepared for the next stage in their learning. Staff place high priority on the development of communication, language and literacy skills. Children are encouraged to share their ideas, thoughts and feelings through talk and signing. As a result, they become very confident communicators, who are keen to interact with staff and their peers. Staff are committed to improving their practice and have recently been trained in creating electronic learning records for each child. Parents find them very informative and a valuable asset to supporting children's learning at home.

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

Children are exceptionally well cared for because staff are sensitive to their individual needs and support them to blossom and thrive. Children's behaviour is excellent. Staff consistently and gently reinforce clear rules and routines, which help children to feel extremely safe and secure. The indoor and outdoor environment is exceptionally well planned and meets all children's developmental needs. Children clearly delight in exploring and investigating the wide range of spaces, resources, toys and tools. As a consequence, they become highly motivated learners, who develop the confidence to try new experiences. Children are encouraged to be independent and supported to develop self-help and self-care skills from the moment they start in the setting. Vigilant staff are always close by to offer support and assistance if they need it. However, children are encouraged to develop the ability to risk assess and keep themselves safe. Children enjoy a variety of nutritious meals and staff ensure that they learn the importance of healthy lifestyles.

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

Leadership is inspirational. The manager heads a highly qualified, knowledgeable staff team who have extremely high expectations for the children in their care. As a result, all children make outstanding progress from their starting points. There is a very strong focus on continually improving the setting and the manager is proactive in pursuit of this. She recently spent time in the setting reviewing and improving the environment with the input of staff and children. Highly effective partnerships with parents and professionals ensure that children's needs are met. Assessments are accurate and planned interventions are swift and incisive. Staff actively encourage parents to be involved in assessing their children's learning and development. However, the manager has recognised the need to improve ease of access for parents to share information. For example, by enabling and encouraging them to share their observations electronically.

Setting details

Unique reference number	EY335738
Local authority	Newcastle
Inspection number	849191
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	85
Name of provider	Little Angels Fun Club and Nursery Ltd
Date of previous inspection	17 October 2011
Telephone number	0191 2746316

Little Angels at Fenham Children's Centre was registered in 2006 and is one of six settings run by Little Angels Fun Club and Nursery Ltd. The setting employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including the manager who has Early Years Professional status and three staff with BA honours degrees in Early Years, Children and Young People and Early Childcare Studies. The setting opens from Monday to Friday and sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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