



## Little Angels at Fenham Children's Centre

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY335738                                                                   |
| <b>Inspection date</b>         | 24 November 2006                                                           |
| <b>Inspector</b>               | Shirley Peart                                                              |
| <b>Setting Address</b>         | Sacred Heart Primary School, Convent Road, Newcastle-upon-Tyne,<br>NE4 9XZ |
| <b>Telephone number</b>        | 0191 274 6316                                                              |
| <b>E-mail</b>                  |                                                                            |
| <b>Registered person</b>       | Little Angels Fun Club and Nursery Ltd.                                    |
| <b>Type of inspection</b>      | Integrated                                                                 |
| <b>Type of care</b>            | Full day care                                                              |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Angels at Fenham Children's Centre was registered in June 2006. It is located in the grounds of Sacred Heart Primary School. The centre is situated in a residential area in Fenham, Newcastle-upon-Tyne, close to the local shops and other amenities. The nursery operates from two purpose built rooms, with access to an enclosed safety surface and grassed outdoor play area.

The group is open five days a week for 51 weeks of the year from Monday to Friday, from 08.00 to 18.00. Most of the children live in the local area and attend for a variety of sessions.

The group cares for a maximum of 36 children aged from birth to under five-years-old, at any one time. Of the 44 children on roll 27 receive funding for nursery education. The group supports six children who speak English as an additional language.

The group is managed by a limited company and there is a partner nursery based in Cramlington, Northumberland. There are eight permanent members of staff who work with the children at this nursery, but there are 47 staff available across the two sites. All staff have recognised early years qualifications from National Vocational Level two or three, nursery nursing certificates or degrees in childhood studies. A qualified teacher works between the two sites to support staff who provide the nursery education, and the setting receives support from the reception teacher based in the school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff monitor and attend to young children's care needs very well. For example, they wipe their faces with individual face cloths after eating, check their nappies regularly and record specific information in the child's individual daily diary, such as food they have eaten, sleep and nap times. They maintain a very clean and hygienic environment, wear protective items when changing nappies and follow a general cleaning routine, so that children are well protected from cross infection. Older children visit the bathroom independently, wash their hands before snacks and meals and are encouraged to find the tissues when needed. Children as young as sixteen months know the routine as they happily follow staff to the bathroom for their nappy change. Two-year-olds go to the coat peg to get their coats and make very good attempts at putting them on by themselves before outdoor play. Therefore, children are learning about their own self-care needs very well.

Children sit together at snack and lunch time and clearly enjoy the social occasion. Older children help themselves to a small bottle of milk for snack time and enjoy their wholemeal toast. Food is freshly prepared and cooked, as the nursery employs a cook. Therefore, this ensures that children receive wholesome food and staff are not taken away from the time spent with the children to prepare food and snacks, which is good. A menu is clearly displayed for parents and contains healthy and varied options such as, wholesome cereals, curry, home made soup and raw vegetables for snacks. Older children help themselves to fresh drinking water when they want it from the low level taps over the basin. This ensures that their nutritional needs are met very well.

All children have regular opportunities to play outdoors in the fresh air as this is built into their daily routine. The staff ensure that the children are appropriately dressed for the weather and babies are wrapped up warmly in their buggies. Staff encourage the children to run around, therefore they play happily and have lots of fun outside. Older children have very good opportunities to develop their overall physical skills, as the staff plan and provide a range of very good activities, such as an obstacle course, climbing, jumping, pushing and pulling activities.

Medication and accident recording is satisfactory and this is maintained in a confidential manner. However, medication administered to children is not currently being countersigned by the parents. Consent for emergency medical treatment or advice is obtained and there is a sick child policy in place. First aid boxes are easily accessible, but out of reach of the children and

some staff hold relevant first aid certificates. This ensures that children's health needs are appropriately attended to.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a beautiful, child friendly, bright and welcoming environment. Music plays in the background so that staff and children spontaneously sing along. Children's art work, interest tables and displays at their level, enhance the environment very well. Children are cared for in small groups according to their age and stage of development. The baby area is cordoned off well, but children are still able to see and interact with each other. All children move around safely and easily. Labelling and low level storage in the older children's play room allows them the independence to self-select and put away toys by themselves.

Children have easy access to an excellent range of toys and equipment, which are safe, clean, age-appropriate and diverse. Equipment also includes safe, natural materials and objects, which children under three-years-old thoroughly enjoy exploring under staff supervision, such as small metal pans, wicker balls, chiffon, wooden pegs and whisks.

Safety practices are very good. Regular risk assessments and daily checks are in place and a staff member takes responsibility for health and safety issues. She also carries out risk assessments on specific areas and equipment to ensure that children are safe. Fire drills are practised, emergency procedures are clearly displayed and security is good. For example, key pads and buzzer systems are in place throughout the building so that unauthorised persons cannot gain entry. Staff are well deployed and check the outdoor areas before children access it. Therefore, children's safety and well-being is protected very well by vigilant, well deployed staff.

Appropriate information and procedures are in place regarding child protection. The manager has carried out relevant training and understands her role and responsibility in child protection matters. This ensures that children's welfare is appropriately protected.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Babies and toddlers under two-years-old are very happy and settled. New children in the setting who are slightly unsettled, are given lots of verbal and appropriate physical reassurance and comfort by the highly skilled staff, so that they soon settle down and play happily. They thoroughly enjoy exploring the treasure basket items. For example, they put items in and out of the bags, gaze at their reflections, throw the chiffon material over their heads and giggle as they enjoy playing 'peek-a-boo.' This gives babies excellent opportunities to use all their senses. Toddlers have plenty of space to use their increasing physical skills, as they successfully pull themselves up with the sturdy baby walker.

The children in the two to three-year-old group are very happy and confident. They move around the room eagerly approaching their toys, activities and staff. For example, they paint and chalk on low level easels and chalk boards, they make excellent attempts at stating numbers

that they recognise, look intently at books and listen to stories. They thoroughly enjoy singing time as they all join in enthusiastically with action songs.

Children follow a very good predictable, but flexible, routine in line with their individual needs. This ensures that children feel safe and secure, and are able to take an active part in it, such as getting their coats ready for outdoor play. Children benefit from being cared for by responsive staff who continually praise their achievements. The staff caring for children under three-years-old are competent, caring and give the children excellent support during their play and learning, so that they make superb progress in their development.

#### Nursery Education.

The quality of teaching and learning is outstanding. Staff plan and provide a range of excellent, very well planned activities; for example, by providing a 'lunch box' with strange contents for the children to look at, describe and feel. This instils excitement, awe and wonder in the children. They also provide meaningful activities, such as making fresh soup and fruit salad and play dough. Excellent play opportunities take place that help children to learn very well. For example, they sing number songs and rhymes using small interactive boards, props and puppets, which brings numbers and counting to life. Staff invite interesting visitors into the group, such as 'The Sage' to carry out specific music and dance activities, and they take children on interesting visits; for example, to the play in the nearby church. Staff are very clear about the focus of the adult-led activities, which ensures that children gain the most benefit from them.

Highly effective measures are used by staff, which enable children to understand responsible behaviour. For example, they make comments such as, 'It is a little bit sad when you do not sit on your chair.' Children respond very well to this positive reinforcement, therefore their behaviour is excellent. They also benefit from lots of positive praise and encouragement as staff are fully involved and at their level. They ask children lots of open ended questions that make them think and respond during daily activities and during small group time. They fully involve the parents in what their children are doing, and how they can become involved, by good use of the home link book.

Children enter the group confidently and leave their parents easily. They have very good relationships with the staff. They hold lively conversations with them and most children are very happy to stand up and speak within small group situations. They clearly explain what they are wearing that matches the colour of the day 'pink,' or they talk excitedly about relevant items brought in from home, relating to current topics and interests. They are very independent as they take their paintings down from the easel, successfully put them on the drier and hang up their aprons. They use pencils well with good control to achieve their aim and are starting to ascribe meaning to their marks, such as when they complete the shopping list.

Children use mathematical language during everyday conversations, such as correctly stating how many paintings they have done. They are gaining a good understanding of calculation and number as they are actively involved in counting out scoops of flour to make the play dough and by singing number rhymes and songs, such as 'Five Currant Buns.' They use small world toys effectively and relate these to the real thing; for example, when they hold up a toy bee they exclaim to staff that 'These sting!'

Children have excellent opportunities to be creative and to make and design from their own ideas. They freely cut up Christmas cards to make their own calendars, they use hole punchers and shiny string successfully, and design an intricate spider's web outside. Children participate in exciting activities that help them to develop a keen interest in knowledge and understanding of the world. For example, they plant and care for sunflowers, they make Divali lamps from salt dough and go for walks in the woods to collect leaves, twigs and tree bark for planned activities.

Children use a range of equipment that enhances their all round physical development very well. For example, they pedal the bike and push each other around, they climb successfully onto the climbing apparatus and use scissors, play dough tools, pencils and small world equipment competently.

Overall, children are making outstanding progress in all areas of learning.

### **Helping children make a positive contribution**

The provision is good.

Staff make very good efforts to find out about children's ethnicity and culture. They involve the parents by obtaining words that they may use and information on specific festivals that they may celebrate. Any child with learning difficulties, disabilities or English as a second language are well supported by the staff and they work with outside agencies where necessary. The staff display words in different languages and there are staff available who also speak different languages, which ensures that children's individual needs are very well met. Photographic faces with different expressions, displayed at the children's level, also ensure that they are able to express how they feel if they have difficulties with communication.

Staff ensure that children are supported very well when they are ready to move into the next room. They have short visits and staff from the under three's room often accompany them, so that they are able to relate to a familiar adult. Children's choices are acknowledged very well; for example, if they do not want to go outside they are able to stay indoors happily and they choose which adult-led activity they would like to take part in.

Young children are very well supported in their play so that they are gaining a good understanding of how to behave responsibly. For example, staff offer clear, consistent instructions so that children respond well and successfully share the construction materials. Older children's behaviour is excellent. They sit on the carpet at circle time and line up at the door carefully ready for outdoor play. They respond very well to the star chart and know that when they collect five stars they will receive one to stick onto their jumper. They are chosen as 'special helpers' for the session and all children help to put away the toys at tidy up time. Therefore, children's spiritual, moral, social and cultural development is fostered very well.

Partnership with parents is outstanding. The staff are very friendly and welcoming towards them, which helps to develop secure and trusting relationships for the children. Parents receive a high quality, informative prospectus on the setting and a separate brochure on the nursery education, which is very comprehensive. Regular newsletters, display boards and planned parents' evenings ensure that parents are fully informed and involved in their child's care and education. For example, during 'pink day' most parents ensure that their children wear pink or

bring items in of a matching colour, such as 'pink wafer' biscuits. Children's daily diaries for the under three's and home-link books for the older children are all readily available for the parents to take home and contribute to. Parents offered some exceptionally positive, verbal comments; for example, they feel that the nursery is 'very good' and that their children thoroughly enjoy coming, that the staff are 'lovely,' keep them up-to-date and always make themselves available.

## **Organisation**

The organisation is good.

There are two nursery provisions within the north east, however, staff are generally employed to work in a particular nursery and this means consistency for the children and good contingency plans to cover for staff holidays and illness. Staff are appointed through a clear recruitment and selection process. As well as formal interviews they are also expected to carry out a practical session with the children before appointment takes place. They follow a clear induction procedure and are appointed a 'buddy.' Then they generally follow a staff supervision, review and development process, which is good as this ensures that staff are well informed and supported to carry out their roles competently. Staff generally are well deployed, follow good routines and procedures that meet the all-round development needs of the children.

Documentation and written policies are in place and suitable, however, the complaints procedure in the policies is out of date and the poster with the Ofsted contact number is not displayed.

Staff working with the under three-year-olds plan a very good range of play opportunities and provide good resources. They track children's development based on the 'Birth to three matters' framework very well. For example, they link observations on children and their work, to the components and aspects of the framework.

The leadership and management of the nursery education is good. Planning and assessment is clearly linked to the Curriculum Guidance for the Foundation Stage and stepping stones. A qualified teacher, employed by the nursery, advises and supports the staff with this area of work. Key-workers take responsibility for their planning so that activities are focused on groups and individual children. Long, medium and weekly planning ensures that all areas are covered, however, there is a slight gap in the provision for knowledge and understanding of the world in relation to information and communication technology.

Staff use good daily observations on the children. They set targets for them within the stepping stones, but the children are fully involved in setting their own targets too. When children achieve something, staff link this back to the relevant stepping stone. Therefore, they clearly see how children are progressing and can identify achievements and any difficulties. This then informs the next stage in their planning so that they provide further activities and opportunities. Weekly plans are always evaluated, but self-assessment of the nursery education in general is not used.

The nursery teacher and reception class teacher, based within the school, provide specific workshops and feedback for staff training and development purposes, so that staff are kept up to date with developments and the curriculum. Children also have good opportunities to

take part in activities with the school, which helps with their transition from nursery to state education.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents countersign the medication records to acknowledge any medication given to their child
- update the complaints procedure in the policies and display the Ofsted information poster for parents

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the programme for knowledge and understanding of the world, by providing children with more opportunities to use information and communication technology and to operate simple equipment.
- consider using a self-assessment format for the nursery education so that this is monitored and evaluated in general.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)