

Little Angels Day Nursery

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Deborah Kerry
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Angels Day Nursery is a privately owned facility and was registered in 2001. It operates from one main playroom within LA Fitness, which is situated on a retail park at the east of Bury St Edmunds, Suffolk. All children share access to a secure enclosed outdoor play area. The nursery can sometimes use the first floor studio for physical activities. The premises are fully accessible.

A maximum of 18 children may attend the nursery and crèche facilities at any one time. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. An additional crèche operates from 10am to 4pm on Saturdays. There are currently 42 nursery and crèche children on roll. The nursery provides funded early education for three- and four-year-olds. Children come from a wide catchment area and attend for a variety of sessions at the nursery and crèche. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children who have English as an additional language.

The nursery employs six staff. Of these four staff including the owner/manager hold appropriate early years qualifications and two staff are working towards an early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are fully supported by staff, ensuring that their individual learning needs can be met fully. The nursery's practice is regularly reviewed and updated to ensure that continuous improvement is maintained. The staff are fully supported in their training and development so that practice in the nursery continues to provide positive outcomes for all children who attend. Partnerships between staff and parents work well in practice to ensure children make good progress in their learning and development. The nursery ensures that all policies are reviewed and updated in line with changes to practice and most documentation is in place.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that a record is kept of risk assessments undertaken for each outing undertaken.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively supported as all staff have a good knowledge of the nursery's safeguarding children procedures. Staff are fully aware of the steps to take should they have any concerns about the welfare of a child. The nursery's policies show clear procedures for staff to follow. There are clear written risk assessments that have been undertaken for all areas and equipment within the nursery to ensure that children are well protected from any potential dangers. The emergency evacuation of the premises is practised on a regular basis. This ensures that children's safety is a high priority and is a reminder to develop children's knowledge on keeping safe. Children are taken on regular outings and staff ensure that children's safety is paramount when out walking or visiting places within the local community. However, there is no record kept of risk assessments for outings to ensure that all eventualities are included.

Parents are well informed about their children's progress as their learning journey records are regularly sent home. In addition, parents are invited to attend an open evening once a year. Parents are very positive about the care provided and complimentary about the caring and sensitive staff and how their children have made good progress since attending the nursery. All of the required consents are in place to ensure children are looked after according to their parents' wishes. Staff and parents share information verbally on a daily basis to ensure children's changing needs are met and to provide continuity of care. The views of parents are sought and acted upon via 'how are we today' sheets that are sent out on a regular basis. A parents' notice board, regular newsletters and a prospectus ensure that parents are well informed about the running of the provision. This knowledge is then used to ensure their needs can be met and to develop and improve the nursery's practice further. The staff have established good links with other settings within the local area. This ensures that systems to exchange information regularly can be put into practice when children at the nursery attend other settings.

The majority of staff hold early years qualifications or they are undertaking training. This helps to support children in their ongoing learning and development. All staff have input into planning activities each week around the individual needs of their key children. The staff are supported in attending further training for their development to extend their knowledge and increase their experience. Through regular staff meetings and feedback from parents the nursery's practice is regularly reviewed and positive changes implemented to maintain continuous improvement. Areas for development have been clearly identified in the nursery's completed self-evaluation form.

The quality and standards of the early years provision and outcomes for children

Staff ensure that children are well cared for and that their individual dietary and health needs are fully met, as children are provided with a range of healthy foods for snacks. The nursery has in place clear policies and procedures to effectively

promote children's health and medical needs. All food provided by parents is labelled and stored correctly; staff ensure that food hygiene regulations are followed when they reheat children's meals. Children have access to physical play each day; they can access the outside play area and use large play equipment to promote their physical development well at any time during the session. This helps to develop their independence and allows children to make choices in what they do. Children know that they need to wash their hands before eating and after using the toilet. This helps them to develop an understanding of good hygiene practices and how to keep themselves healthy. Children are taken on outings within the local community to develop their understanding on the world around them and their environment.

Children make positive choices and decisions about how they wish to spend their time. For example, they can choose to stay indoors rather than go outside with the other children. Their independence is promoted by the well-organised environment and child-accessible storage from which they freely self-select resources. Children understand responsible behaviour as they help to tidy away resources. This helps children to learn respect for their environment and how to care for their resources. Children play games with staff, they learn to wait for their turn and the rules of how the game is played. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and give them instructions to follow. This helps to promote their thinking skills and develops their understanding about communication.

Children have opportunities to paint and colour and experiment as they mix the paints together and talk about the new colours they have made. Babies have opportunities to explore different tools and textures as they access sponges, corks and brushes to 'paint' on paper spread out on the floor underneath them. They use the tools and both their hands and feet as they explore how the paint feels and develop their curiosity and interest to try new things in a safe environment. Children have access to a range of resources for children to extend their skills around literacy and to write for a purpose. Children are provided with role play resources to create a hospital; they bandage each others arms and say they 'are poorly'. Staff sound the letters as they write out a sign for 'Little Angels Hospital' which helps to support their early reading skills. Children enjoy playing on the computer and they are developing good mouse control and keyboard skills. Children's interests are pursued by staff as they create a 'dark den' from a pop up tent. Children show curiosity as they explore the darkness using torches and watch the patterns they can make when they shine the light on the walls. Children have access to resources such as posters, books and role play opportunities promoting a positive view of diversity and they take part in a range different cultural festivals, such as, Christmas and Chinese New Year.

Staff undertake regular observations on children's individual interests. The next steps in their learning have been clearly identified so that all six areas are included. Children's learning journey records are updated regularly and their individual interests and needs are incorporated into the weekly plans to ensure that they are making progress. A designated member of staff is currently undertaking a Level 3 qualification so that children with special educational needs can be fully supported.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met