

Little Angels Day Nursery

Inspection report for early years provision

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| Unique reference number | 124118 |
| Inspection date | 08/03/2011 |
| Inspector | Lindsay Hare |

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| Setting address | Little Angels Nurseries Ltd, Unit 8, Optima Business Park, Pindar Road, HODDESDON, Hertfordshire, EN11 0DY |
| Telephone number | 01992 466 138 |
| Email | hoddesdon@angelsatplay.co.uk |
| 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

Angels at Play Day Nursery registered in 2000. It operates from six main rooms in a converted office unit on the Optima business park in Hoddesdon. The premises has two small enclosed outside areas.

The setting is open on each weekday from 7.30am until 6.30pm all year round with the exception of bank holidays. The setting supports children with additional learning needs and/or disabilities and those with English as an additional language. The provision is registered for 89 children, 33 of which may be under two years. The nursery is registered on the Early Years Register only. There are 112 children on roll.

There are 20 members of staff working with the children. Over half the staff hold a childcare qualification to NVQ level 2 or 3 and two staff are currently working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a safe and welcoming environment for children, ensuring they are all included and supported. However, the record of risk assessment lacks detail. Partnerships with parents are excellent, they are kept well informed, ensuring that children's needs are met. Generally, children's health is promoted, although some procedures do not effectively prevent the spread of infection. Children make good progress in their learning and development although there are weaknesses in the assessment of the older children. Most of the required documentation is in place, however, a requirement has not been met. The setting has identified priorities for improvement and has implemented changes in order to improve the quality of the provision and the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from parents about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 23/03/2011
- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation). 23/03/2011

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

- develop the observational assessment system to show how the children aged two years and above are progressing towards the early learning goals
- improve the procedure for hand-washing in the toddler room, in order to prevent the spread of infection
- improve the complaints procedure to include more detail.

The effectiveness of leadership and management of the early years provision

Children's welfare, care and safety are promoted well. Staff have a sound knowledge and understanding of safeguarding issues and are aware of their role and responsibility in keeping children safe from harm. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and good security measures in place to ensure children are kept safe at all times. Clearly defined areas for eating, sleeping and physical play within the nursery mean that children can move around in a safe and secure environment. Effective risk assessments and daily safety checks by the staff in each room, ensures all hazards are minimised. However, the comments recorded on the risk assessment are not dated and therefore it is unclear whether any action has actually been taken or just identified. The nursery does have local outings to the library, market and park and has taken the children to the plant hire shop so that they could sit on the mini diggers and cranes. One parent brought his police dog into the nursery and the children rubbed scent on some money and then hid it for him to find. All the required documentation is in place for the safe and efficient running of the setting, although the complaints procedure lacks detail. A requirement has not been met with regards to obtaining information about who has parental responsibility for the children. The key person completes a 'my group' sheet with notes on the children so that if that key person is absent, another member of staff has the necessary information in place to care for those children.

The nursery's professional and friendly approach to maintaining effective partnerships with parents ensures that children's care is consistently promoted. Staff are proactive in supporting children with additional needs. Key words and photos are used in promoting communication with families who speak English as an additional language, as well as information obtained from attending the 'Every child's a talker' training. There are excellent systems in place to share information and keep parents informed about their children's care and progress, through detailed verbal exchanges, day diaries, wipe boards, happy charts, newsletters and sharing of children's records. Detailed information is gathered from parents when they start about children's care, routines and preferences so that the setting can care for them effectively. Family visits are offered every time children change rooms to help settle them, and transition forms are completed. Home and nursery links are encouraged through the newly formed parents partnership forum and the introduction of 'Barney bear' for children to take home and record his experiences in a diary. Children are gaining an awareness of the wider world through resources reflecting diversity, a varied and nutritious menu and celebration of other cultural festivals. The nursery has involvement with lots of external agencies. For example, staff were able to liaise with the speech therapist

and follow exercises with the children in the nursery to encourage speech and language. Some other provisions in the local area that offer the Early Years Foundation Stage have visited the nursery and a leavers report is completed and passed on to the school.

The nursery is still developing the self-evaluation, although areas for development have been identified such as improving the garden area so that it can be utilised all year round. Some improvements have been made to the setting, for example, introducing the model table for children to display their construction models and children's self-registration in each room. Staff complete their own self-evaluation as part of their appraisal and the staff in each age group evaluate the room and resources for that age group. Children's questionnaires are also used to gauge children's favourite activities and foods so that these can be included. In addition to in-house training, staff continually access various external training and compile information sheets to cascade information to other staff. Parent meetings are held twice a year with the key person, and parents are asked to complete a form to record any concerns and identify the next steps for their child.

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

Children generally make good progress in their development and learning through a balanced range of adult and child-led activities. Clear information is obtained from parents in order to ascertain children's starting points. For example, parents complete a routine sheet and are offered a family visit each time they move up rooms. The clear planning of activities ensures that all areas of learning are covered with focus activities and children's individual next steps within key group time. Detailed observations are linked back to the Early Years Foundation Stage and the children under two years are assessed using a development chart for this age group. However, there is currently no tool in place to record the older children's progress and ascertain where they are in relation to the early learning goals. Parents receive a development book as they leave one room and move onto the next room, containing photos to evidence each area of learning, examples of artwork and a brief summary of the child's progress. Children have access to activities and resources which are appropriate to their age and stage of development. They select from the low-level storage as well as from photographs on the cupboards, encouraging them to make choices. Babies learn from the experiences they are given, such as blowing bubbles to encourage speech, hide and seek to promote bonding and interaction and low table-top activities to encourage them to be on their feet. Children are developing their independence as they use photographs and their name labels to self-register and take care of their own needs, using tissues to wipe their nose and pouring themselves a drink at the water table.

The nursery provides a suitable environment appropriate to the ages of the children being cared for. For example, in the baby room there are sofas so staff can sit and comfort babies and low-level mirrors and bars to encourage crawling children to pull themselves up. Photographs of familiar people in the children's lives are displayed to encourage children to communicate and help them feel

secure. Young children listen to a variety of different music throughout the day and enjoy action songs, such as 'here we go round the mulberry bush', dancing, clapping their hands and turning around. Children enjoy dressing up and using the large soft play blocks. For example, toddlers used the tunnel to crawl through and were playing 'boo' with a member of staff through the transparent window. The older children weigh out real potatoes and apples and use large coins as the money in their 'greengrocers'. Careful consideration is given to the layout and accessibility of play resources for children to ensure it is inclusive for all. For example, the height of the tables can be adjusted and there are left-handed scissors, chunky pencils and more difficult scooters for children to use.

Children explore textures, using wooden spoons to stir the sand, spaghetti play 'worms' and finger painting ladybirds. They enjoy cooking regularly and tasted lemons squeezed on their pancakes. Written words relating to the cooking activities, such as 'sprinkle', 'weigh', and 'mix' are displayed, extending children's vocabulary. The older children have a free-flow writing/maths area with computer, phonic boards, calculators, pencils and workbooks. The older children play a game, guessing what is in the bag by feeling items, and then are encouraged to describe them. Staff follow this up with questions about the item, for example, a carrot, asking where it grows and whether it is a fruit or vegetable. The nursery's topic of 'time' is developed in response to the children's interest in a digital watch, leading onto the children making paper plate clock faces and taking part in stopwatch races. Each room has 'relaxation time' before lunch, where the children can cuddle soft toys, listen to music and blow bubbles or have a story.

Although there are good procedures in place to teach children about personal hygiene and staff use sanitising gel themselves, the procedure for washing young children's hands before lunch does not prevent the spread of infection, as they are given the same bowl of water to wash their hands in. Children are provided with a well-balanced diet with an emphasis on fruit and vegetables. Allergies are well catered for and children progress from using just spoons to knives and forks as they move up.

Gentle reminders and explanations contribute to children's understanding of how to behave well. Stickers and hand stamps are used to promote positive behaviour. Children learn about keeping safe as they are given explanations as to the possible consequences, such as why only a certain number of children can go on the slide at one time. Children are given opportunities to take some risks and develop their understanding, for example, cutting activities involving holding the scissors properly and sitting at the table, as well as close supervision.

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

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| 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

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| 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

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| 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

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| 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 | 3 |
| 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