

# Angels at Play

Inspection report for early years provision

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**Unique reference number** 127964  
**Inspection date** 02/03/2010  
**Inspector** Susan Parker

**Setting address** Sucklings Yard, Church Street, Ware, Hertfordshire, SG12  
9EN

**Telephone number** 01920 485021 or 01992505757

**Email**

**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 is one of three nurseries privately owned by Little Angels Nurseries Limited. It opened in 1993 and operates from a converted office unit in a secluded yard, just off the main high street of Ware town centre. The premises comprises of two base rooms on the first floor and a further base room on the ground floor. The nursery is open each weekday from 7:30am until 6:30pm all year. The children share access to a secure enclosed outdoor play area.

A maximum of 50 children may attend the nursery at any one time and there are currently 85 children on roll who are within the early year's age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and also children who have English as an additional language.

The nursery employs 15 staff, of whom nine hold appropriate early years qualifications and five are working towards a 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.

Staff gain relevant information on each child's individual needs through observations and good links with parents and carers. This ensures that they successfully promote children's welfare, learning and development. Children's safety and security are a priority and the children are learning about keeping themselves safe while exploring the world around them. The partnership with parents, the local schools, and other agencies is good and ensures that the individual and diverse needs of all children are met.

## **What steps need to be taken to improve provision further?**

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

- improve the use of information gathered about children's learning to enhance their good progress towards the early learning goals
- ensure that all documentation is reviewed regularly to ensure that all contact information is up to date.

## **The effectiveness of leadership and management of the early years provision**

Robust safeguarding policies, consistent daily practice, and a commitment to training ensures that children are safe and well protected. Staff are vigilant in their

supervision, allowing children some freedom of movement and choice while being very close by if needed. All members of staff have a sound understanding of keeping children safe and the procedures to follow if there are any concerns. Staff are highly committed to promoting children's safety at all times. This includes teaching the children to play safely and be aware of possible hazards. Well-planned, creative, and imaginative activities, visits, and outings enable the children to practise their skills and fully explore their environment safely.

The effective leadership and management of this nursery underpin the good welfare, learning, and development of each and every child attending. The manager works in close partnership with her team of experienced staff. Both she and the staff are highly effective in the organisation of the good levels of individual care and learning for each child. Every child's individual needs are well known by the staff, clearly recorded, and met.

Children make good progress in this stimulating environment where the staff team dedicate time to enhance the setting by implementing effective systems to monitor and evaluate the provision including consultations with parents. Parents and carers receive regular information regarding their children, including their welfare and developmental achievements. Parents also receive a welcome pack containing useful information and policies, however, not all contact telephone information is correct. Regular evaluation by of the whole provision by staff ensures that daily practice is successfully analysed and enhances clear visions for future development.

The manager and her team have a very positive attitude and are fully committed to enhancing the welfare, learning, and development of every child attending. Every child's individual and diverse needs are fully met. Regular observations of the children and the caring relationships formed ensure that staff are in tune with each child. Every child has a record of their achievements and individual needs. The current system of assessment is not fully effective in accurately reflecting each child's current levels. A new system is being introduced to improve this, however it has not yet been fully implemented. Staff discuss the next steps in each child's development and ensure that these are achieved with well-planned, exciting, and challenging activities which are support children's good progression towards the early learning goals. Children are able to choose and access for themselves, a diverse range of good quality toys and resources that are age appropriate and in good condition.

Any accidents are recorded and the setting checked daily for hazards. Children who are unwell are cared for with compassion and any prescribed medication is administered in line with robust procedures. Staff also ensure that children are protected from the spread of germs or infection. The children themselves are learning why they need to wash their hands and use tissues hygienically. Even very young children use tools such as cutlery in a safe and competent way.

The staff are effective in working in partnership with the parents, other settings, and other professionals. Through these effective partnerships, staff are able to gain an all round picture of the child's individuality, are able to fully include them in

all activities and to set them achievable challenges to actively promote their progression towards the early learning goals.

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

Children thrive in this nursery where their individual needs, interests and abilities are well met. The staff and key workers know each child very well and are able to provide them with very well-resourced, exciting and interesting games and activities which stimulate their natural curiosity and imagination and develop their learning. For example, using the garden to grow plants and watch wildlife. They are able to see for themselves the changes in nature and the seasons. Children are well protected by staff which enables them to explore and extend their play in a safe environment. They are learning how to use an array of tools carefully without hurting themselves or their friends. They put on their Wellington boots when playing in the garden and display good behaviour. Staff act as good role models for the children, and gently remind the children about unsafe acts and being polite to each other. This promotes the children's sense of self-esteem and confidence, making learning a positive experience.

The children are establishing good social skills as well as firm friendships. They feel safe in the company of all the adults in the setting, and the bonds between the staff and the children show that children care for and respect the adults and their friends. They participate in bonding activities such as giving your friend a hand massage. This enables children to learn how to be gentle and kind to each other.

Children's language and communication is actively promoted. Children are encouraged to be very social, they are encouraged to talk and share news and views about home and the activities they have participated in. Children are encouraged to think critically as the staff gently extend their thinking by asking them appropriate questions about what they are doing and what they think may happen next. Children are extending their vocabulary everyday through sharing books and talking about their experiences. They evaluate their own play by talking about their morning, what they liked best. Children are forming a good understanding of problem solving and numeracy; they recognise shapes and are able to complete challenging puzzles. Children's mathematical thinking is actively promoted as an integral part of all activities such as counting the number of children on their table, recognising colours and familiar numerals. They are learning about the world around them through mixing in the local community, looking at seasons, plants, and animals. Children are well supported and are encouraged to try to do as much independently as they can with full support of the whole staff team.

Through the good deployment of resources, the staff team are successful in supporting children to make good progress towards the early learning goals given their individual starting points and abilities.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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