

Little Angels Day Nursery

Inspection report for early years provision

Unique reference number 223235
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Inspector Janice Hughes

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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 was registered in 2000. The nursery is privately owned and operates in a specially adapted building close to the centre of Market Harborough and serves the town and surrounding rural area. Children are grouped into four main areas according to age. They have access to toilet facilities and two enclosed outdoor areas. In addition, there is a nursery kitchen and laundry facilities. The nursery is open each weekday from 7.45am until 6pm, all year round.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are registered to provide care for up to 68 children aged from six weeks to eight years. There are currently 101 children on roll, some of whom receive funding for nursery education.

Staff have experience of caring for children with special educational needs and/or disabilities and who speak English as an additional language. In total, 25 members of staff work with the children throughout the week, 19 of whom hold recognised childcare qualifications, and one more is working to obtain them. The day nursery has received the Investors in People Award and receives input from the local authority. The nursery is a member of the National Day Nurseries Association and has achieved the Quality Counts quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, knowledgeable and highly motivated staff team implement the requirements and principles of the Early Years Foundation Stage exceptionally well. Robust and detailed procedures keep children healthy, safe and protected at all times. The vibrant, effective partnership with parents, outside agencies and other settings, ensures that children's individual needs are met. This means, that children make excellent progress in a fully inclusive setting. Innovative self-evaluation is used to continually monitor and review all areas of the provision, so that their capacity to maintain high standards and plan for further improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the existing system to link the indoor and outdoor environments so that all children can move freely between them.

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management in the setting results in a highly skilled and confident staff team. This is demonstrated in their excellent safeguarding practice and the rigorous routines and procedures carried out that protect children from harm and neglect. Staff have an excellent awareness of issues that may give rise to concerns regarding abuse or neglect, and they have a very good understanding of Local Safeguarding Children Board procedures for the protection of children. Employment procedures are robust and ensure all staff working with children are suitable to do so, and consistently high measures are taken to ensure on going staff suitability, such as inductions and first class appraisal systems. The setting completes comprehensive and highly detailed risk assessments. The health and safety officer ensures that the environment and resources are safe, secure and outstandingly well maintained, and this promotes children's safety at all times. All the required documentation is highly organised to ensure that the setting delivers exceptional quality care and education. The setting's manager/owner is inspirational and an exceptional role model to all staff throughout the nursery.

The management and staff share a commitment to constantly reflecting on their practice and seeking to build on the excellent service, identifying ways to promote positive outcomes for children and support their individual needs. For example, they have started a new research project for babies and hope to create interactive displays, which will inspire and help their development. They recently have also maximised physical development and outdoor play through the addition of a dynamic and vibrant 'adventure station'. Management regularly monitor the quality of teaching and provide positive feedback and in-house training to support consistency and high standards. The nursery has a proactive and shared vision for inclusive practice, ensuring every child can achieve as well as they can, regardless of their background. All children are unquestionably included and integrated.

Practitioners are highly dedicated to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Staff enthusiastically welcome parents and provide ample opportunities for them to share what they know about their child through questionnaires and daily diary sheets. The outstanding 'learning journeys' documents also give parents a further indication as to the excellent progress their children are achieving in the nursery. There is a strong relationship with the local school and transitional arrangements are exceptionally well organised. Children's individual identities are nurtured and practitioners are dedicated to adapting the provision to meet the constantly changing needs of the children who attend.

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

Children's welfare, learning and development are supported extremely well, and as a result children make excellent progress towards the early learning goals. This is

because staff make exemplary use of their observations of children in planning activities that support their individual development. Children's preferred learning styles are identified and staff ensure that resources are organised exceptionally well to support these. Processes of monitoring children's progress in learning are highly effective in recognising their individual achievements and identifying the next steps in each child's learning and development plan. Children experience a consistently high balance of adult-led and child-initiated activities, and staff provide optimal challenge to ensure that children learn through play. For example younger children scoop cereals into containers and listen to the sound it makes when crushing it their hands, while older children investigate the texture of leaves, learn new vocabulary and discover which mini beasts might live underneath and on top of the leaves.

The learning environment is bright, welcoming and child friendly, affording children plenty of space to explore. Children develop an understanding of how to stay safe as practitioners use outings as a valuable opportunity to discuss road safety. Children routinely learn about health and safety through activities and daily routines. For example, children learn about the potential dangers of kettles and pans through role play. Children also learn how to use tools safely as they skilfully use the workbench, cutting and sawing materials to make three-dimensional models. The premises are extremely clean and hygienic, and the nursery fully promotes healthy eating by providing all children with a well-balanced range of tasty, nutritious food. The outside environment is laid out to delight and entice children to exercise and explore the real world and their own capabilities. In the garden area they can experience a range of textures, smells and colours to stimulate their interest in plant or insect life. The 'adventure station' encourages children to challenge their own capabilities as they climb, balance and slide through tunnels and rope ladders. Children also develop coordination to pedal trikes or push buggies. All groups, apart from the pre-school groups, have free access to the outside environment, and as a result this may restrict some of the older children's learning potentials. Children's imaginative play is also inspiringly well supported as children play in the hotel, post office or hairdressers. This reflects a growing understanding of the world about them.

Practitioners use positive strategies to help children to observe good social skills, behave well and respect each other. Children are offered excellent praise, encouragement and rewards, which as a result help to foster their confidence and self-esteem. The adults question the children with enthusiasm, and encourage them to explain what they are learning and to solve problems. The children are very confident and keen to talk about their learning, and are willing to try new experiences. This is demonstrated as the younger children make fruit print pictures and talk about their favourite fruit. Children develop a strong understanding of diversity as practitioners encourage positive and open discussion about people's similarities and differences. Children have ample opportunities to become independent and to make choices, for example, by selecting what they would like to eat and serving themselves their lunch. All children happily tidy away their toys, wash their hands when asked and readily follow instructions. Children respond exceedingly well to the simple routine which gives pattern to their daily lives.

Throughout the nursery, excellent progress is made in developing language skills

because of the consistent emphasis on this area by all members of staff. Children start to learn the sounds letters make and identify where they occur in their own names. Younger children enjoy singing songs and rhymes and learn to mark make and draw independently with confidence. Children learn how to measure, estimate and predict in pre-school, and sort, match and compare in younger groups. These activities, along with counting in their play, help develop early mathematical skills. There are regular opportunities to use information and communication technology, and children approach new equipment with open and questioning minds. For example, children swiftly operate an integral mouse on the computer as they draw pictures and make marks. The nursery's interactive computer white board for the older children and pop-up and wind-up toys for younger children support very rapid progress in information technology, and therefore develop advanced skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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