

Little Angels Nursery

Inspection report for early years provision

Unique reference number	EY413780
Inspection date	14/01/2011
Inspector	Jo Scott
Setting address	Cobham Village Hall, Lushington Drive, Cobham, Surrey, KT11 2LU
Telephone number	07875010051
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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 Nursery opened in 2003, and was taken over and registered by Simply Ethical Limited in 2010. It operates from the small hall within Cobham Village Hall in Cobham, Surrey. Children have access to shared toilets and the staff have access to a shared kitchen. Sometimes additional areas of the building are used by children under staff supervision. There is a secure outdoor play area. They are in receipt of funding for the provision of free early education to children aged three and four years. A maximum of 26 children in the early years age range may attend the setting at any one time. Currently there are 41 children on roll who attend for a variety of sessions. They are registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. They do not currently provide care for children in the compulsory or voluntary age range. Sessions run Monday to Friday mornings from 9am to 12pm for children over three year old, and Monday, Tuesday and Friday afternoons from 12.30pm to 3pm for those from two and a half to three years. The nursery is open during term time only. There are systems in place to support children with special educational needs and/or disabilities, and children with English as an additional language. Children mainly come from the local area. There are seven regular staff. The registered person/manager is currently working towards her Early Years Professional Status. The majority of staff have early years qualifications, two are unqualified of whom one is working towards a level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and meaningfully occupied in this stimulating environment. Children learn about themselves and the wider world through the resources, activities and displays provided, which broadly reflect diversity. The staff team liaise well with parents to ensure they know how to support children's welfare and learning needs. Development records are in place and the setting are looking at ways to provide opportunities for parents to contribute to these. The reflective team have begun a formal process of self-evaluation, and are beginning to receive feedback from parents in relation to this.

What steps need to be taken to improve provision further?

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

- improve the accessibility to resources which help demonstrate to children and families they are each valued
- extend the opportunities for parents to contribute to systems used to track development

The effectiveness of leadership and management of the early years provision

The leadership of the setting is very strong. The new owner is highly motivated and this is reflected by the enthusiastic staff team. Policy documentation is clear and sets out the way the setting operates. These are shared with parents and practitioners. Recruitment, suitability and induction processes are in place. Each member of the team has a training plan, and they share their knowledge following the variety of courses they attend on an ongoing basis. All staff have either attended or are booked to attend safeguarding training and they understand issues relating to child protection and the reporting procedures to follow in the event of a concern. Staff liaise extremely well. The group set out all the toys and resources on a daily basis, and practitioners take responsibility for ensuring the play areas are fully risk assessed and are safe and secure before the children arrive. Staff are deployed effectively so that children are appropriately supported both inside and out. The provision of a 'floating' member of the team ensures that issues such as accompanying children to the shared toilets are safely managed with minimal disruption. Staff use walkie talkies to communicate between areas, and operation runs very smoothly.

All staff contribute their views in the learning planning which the manager and deputy manager oversee. There is a strong intent to promote learning through spontaneous play for the majority of the time, mixed with opportunities for more adult led activities. This works well. Good use of storage units ensures that children have independent access to a wide range of toys and activities which promote all areas of learning inside and out. The setting value outdoor learning and children make very good use of the garden on a daily basis. The resources accessible generally appeal to the children and where staff observe areas are underused they review to improve. Children and practitioners are suitably dressed for the elements and enthusiastically join in with their play and learning. The setting have a very good selection of resources to rotate. Broadly the environment is rich with images and resources which promote diversity although on a day to day basis these are not always specifically relevant to the culture and language of those attending.

The staff team are in the process of completing a detailed self-evaluation of all aspects of their provision. Parental questionnaires have been sent out and are in the process of being received. These have been very specifically targeted to seek useful information as part of the ongoing cycle of development. Verbal feedback sought from parents at inspection is positive. The new manager has many very good ideas to drive continuous development and the team have been proactive in addressing those they have prioritised. For example, they are trialling new development records, have re-organised the special educational needs and disabilities procedures to better support children, and reviewed the use of the book corner to look at promoting communication, language and literacy more effectively. There are ongoing opportunities for parents and the key person to review children's progress. Some parents contribute their knowledge to their child's learning journey to give a fuller picture of development, but this is not routinely achieved yet. The setting establish links with other professionals involved in the

care and education of the children attending, which supports children.

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

The children gather in the lobby and come into the setting happily at the start of the session. Younger children are supported by the staff who liaise closely with parents as children learn to separate and build confidence in their new surroundings, demonstrating as they settle they feel safe. A staggered intake to the afternoon sessions which younger children attend is effective. Young children learn quickly about the routine and a pictorial time line helps children to understand what will happen next. Quickly children learn to select their own resources and help pack away, recognise their own name and independently access drinks. Children sit together on a mat for story telling and singing. They are enthusiastic about the use of props and sit in anticipation of what will come next. Children find the activity enjoyable and stimulating, they call out songs and rhymes to suit the props on view.

Children over three years arrive for the morning session demonstrating excitement that today is 'show and tell'. They stand confidently in front of the others talking about items they find interesting, such as, favourite toys and household items. Their peers listen attentively. They comment when one child is the first to bring in something different, this demonstrates how involved they become in the activity. Children particularly enjoy playing outside. They are supported and encouraged by practitioners as they put on all weather suits and wellies so that they are appropriately dressed for the weather conditions. The emphasis on outdoor learning, as well as opportunities to be active helps children to develop good habits and learn about healthy lifestyles. There are plenty of opportunities for children to learn through play. One activity that is particularly popular involves children transporting building 'bricks' in a wheel barrow as they plan and make constructions. Staff extend children's learning, they provide additional resources such as role play hard hats and high visibility waistcoats and talk to the children about site safety.

Children learn to have positive attitudes about themselves and each other. The ongoing praise and encouragement the attentive staff give helps children feel good about themselves. They are keen to take their turn as the 'helper' and undertake tasks such as preparing the tables for snack time. Children develop positive attitudes to similarities and difference. There are a broad range of images, resources and activities which promote diversity, although these do not always reflect their individual experiences on a day to day basis. Children are developing skills for the future, they recognise their own names, mark make and are becoming confident with letters and sounds. They are good listeners, and active and inquisitive learners.

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