

Angels Day Nursery

386 Jockey Road, SUTTON COLDFIELD, West Midlands, B73 5XJ

Inspection date	27/11/2013
Previous inspection date	02/08/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The very high quality of teaching across the nursery enthuses children as they participate in stimulating activities. Therefore, they make consistently rapid progress in relation to their starting points.
- The highly supportive environment and wide range of interesting resources in and outdoors promotes enjoyable play in all areas of learning.
- Children form very strong bonds with key persons who promote their sense of security immensely, resulting in feelings of safety and trust.
- Inspirational leadership drives continuous improvement in the nursery to support staff who achieve significant quality in their practice with the children.
- Robust safeguarding and child protection procedures ensure children are safe within the nursery. Staff have an excellent understanding of their responsibilities to protect children.
- Very successful partnership working with parents and other professionals ensures that children make considerable progress in their development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the provider/manager and her secretary/administrator.
- The inspector spoke with staff and children.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's parent survey.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at children's assessment records, planning and documentation.
- The inspector conducted a joint observation with the manager.
- The inspector observed activities during indoor and outside play.

Inspector

Adelaide Griffith

Full report

Information about the setting

Angels Day Nursery was registered in 2011 on the Early Years Register. It is one of two settings owned by the same provider and is a limited company. The nursery operates from a detached building in Sutton Coldfield, West Midlands. The nursery serves the immediate locality and surrounding areas and is accessible to all children. It operates from three rooms and there is an enclosed area available for outside play.

The nursery employs 11 members of childcare staff. Of these, 10 hold an appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. There are currently 54 children attending who are in the early years age group. The nursery provides funded education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the outside area even further to extend the highly stimulating environment provided for children's play and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are highly skilled at delivering activities that promote all children's learning effectively. They consistently work with children's interests to build on their preferences and what they already know. For example, staff in the pre-school room take account of children's swimming experiences to extend their understanding of water play. They expertly use a variety of resources and methods to increase children's awareness of the appearance of water. Experienced staff purposefully combine questioning and explanations to motivate children's thinking. As a result, their curiosity is triggered to test out the weights of jugs containing water. A fun element of the activity includes play with bubbles as children excitedly splash and explore the feel of water. Several aspects of water play are included as staff animatedly communicate with children. Consequently, children remain engaged and sustain focus throughout the activity. The language skills of babies are developing well as they sit on the lap of staff and listen to repeated sounds, for instance, 'quack, quack'. Children learn to make links with pictures displayed on boards as staff point to their favourite animals and talk about these. Therefore, children's vocabulary

is growing through enjoyable activities which are meaningful. There is a strong emphasis on promoting children's speaking, listening and understanding throughout the nursery. Rhyme time, singing and the reading of stories ensures that all children benefit from effective learning opportunities. Children are free to choose from the available resources to play as they wish. For instance, during quiet periods toddlers sit at tables and make marks with chunky crayons, thereby, developing good pencil control. Staff know the children very well and provide challenge to move them on in their development, such as, mixing with others in group activities.

Parents share information about children's development when they complete the family pack document. As children settle into the nursery staff carry out detailed observations to note what the children can do and know. They plan for learning based on the detailed information obtained from parents and their own observations of the children. Staff regularly assess children's progress. They consistently share information about children's learning with parents and provide detailed feedback at parents' evenings about the progress children make. All parents are encouraged to write their comments on the progress records to express their views of their child's achievements. The progress check at age two is managed particularly well as staff always inform parents when it is due. They invite them to share their perceptions and to review the summary of their children's development. The continuity in children's learning is exceptionally well maintained between home and the nursery.

The management and staff are extremely committed to promoting the development of all children, including those with special educational needs and/or disabilities. They are proactive in seeking the contribution of external professionals to ensure children receive a worthwhile learning experience. Consequently, additional resources have been provided recently for outside play, for example, to promote children's hand-eye coordination. The constant sharing of methods used in the home and the nursery supports these children to make rapid progress from their starting points. Staff ensure they obtain key words from parents to communicate more easily with children who speak English as an additional language. Over time, children grow fluent in their speaking and demonstrate an excellent understanding of words and sentences. This means that a strong foundation is laid for their future learning at school. Creative methods are used to prepare children for their move to school. Parents are encouraged to bring in their uniforms, thereby, providing a context for talking positively about leaving the nursery at some stage. The high quality of teaching across the nursery supports children to make consistently outstanding progress towards the early learning goals.

The contribution of the early years provision to the well-being of children

A settling-in period tailored to children's individual needs ensures a highly effective start in the nursery. Staff use innovative methods to support those children who take longer to settle. For instance, they invite parents to take home photographs of all staff in the room so that when children attend the nursery they quickly recognise a familiar face. Sensitive interaction contributes to children's feelings of safety and trust as they form very strong bonds of attachment with key persons. Therefore, children's emotional well-being is

immensely promoted in the nursery. Staff promote behaviour effectively. As children play with others and share resources, they learn the boundaries of behaviour and are very well behaved. They are confident to ask for support from staff, for instance, to help obtain resources to play with.

Staff are forward thinking as they promote children's independence skills from an early age. Babies and toddlers feed themselves unaided or with appropriate support and some learn to dry their hands with paper towels. This means staff can build on these skills and develop children's awareness to take responsibility for aspects of their care. Pre-school children learn about the benefits of healthy eating as staff encourage discussions about food, including milk, which is served at snack time. Children confidently explain the reasons for drinking milk, which they say makes you strong. Balanced meals are served daily and staff are vigilant to ensure children's dietary needs are met with a range of options. Individual beakers and water bottles are within reach at all times. As children play outside they learn about the effects of exercise on their bodies. They have opportunities daily to run around in the available space. Staff give high priority to children's safety at all times, for instance, by ensuring they do not play on wet grass. On such occasions, staff separate children during outside play to ensure older children avoid younger ones as they run around freely. This arrangement is an excellent way of raising children's awareness of keeping themselves and others safe. Children learn how to take sensible risks in their play as they copy what adults do, for example, they lift jugs of water.

The established routine in the nursery ensures children can either sleep after dinner or engage in quiet activities as agreed with parents. Children are very well protected against infection, due to the rigorous procedures for storing blankets in individual bags. They are effectively supervised as staff consistently monitor and record sleeping times. Transitions within the nursery are stress free for all children and parents are informed before children move to new rooms. The current key persons always spend time in the new room with children as they grow used to the routine. As children settle and form relationships with staff, they are then assigned a new key person. This is a highly effective changeover because children's needs are central to the arrangements in the nursery. For this reason the management plan graduation sessions, which celebrate children's achievements in the nursery and also prepare them imaginatively for the transfer to school. The nurturing environment supports children significantly during their time in the nursery.

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

The arrangements for safeguarding children in the nursery are excellent. The provider ensures that all parents receive detailed information about the provision in the nursery. They also ensure information obtained from parents is clearly recorded and shared with all staff in the nursery. Consequently, all children's individual needs are effectively met. Staff are confident in their understanding of procedures to be followed if they have concerns about children in their care. Safeguarding procedures are displayed throughout the nursery and copies of policies shared with parents. These include policies relating to the use of close circuit television and biting. Robust recruitment and induction procedures,

including vetting, ensure all staff are suitable to work with children. While they are employed staff sign an annual disclosure regarding their ongoing suitability. The provider carries out regular risk assessments to ensure the premises are safe and that rooms are used effectively at all times. For example, at the start and end of the day when numbers are low, all children are together in the pre-school room. Throughout the day the staff to child ratios are meticulously maintained according to requirements. This ensures staff are deployed effectively to supervise children at all times. All records required for the smooth running of the nursery are consistently and accurately maintained to meet the needs of all children who attend. The rigorous and wide ranging procedures ensure that children are extensively protected and kept safe in the nursery.

The provider has an exceptional understanding of the requirements of the Early Years Foundation Stage. Therefore, staff receive highly effective guidance and support to review their practice. For instance, senior staff in the nursery take responsibility for overseeing the educational programme, assessments and teaching practice of other staff. The constructive feedback helps all staff to make improvements in their interaction and work with children. Consequently, children receive consistently good support in their learning and development. Supervision and appraisal sessions are used to identify where staff need additional support, for example, to attend external training. The management team implements extensive arrangements to maintain the knowledge base of all staff and empower them to lead on some aspects of in-house training. For instance, boards in the staff room indicate topics that individual members will research for presentation to their colleagues, such as, parent partnership. The impact of staff's qualification and regular training on the provision for children in the nursery is exceptional. Staff have high expectations and the attainment level of younger children is raised significantly due to training. The professional development of staff is commendably addressed, for example, a named member of staff is currently developing their skills to work alongside the behaviour management coordinator. There are two deputy managers in the nursery. Of these, the more experienced supports the recently appointed staff member to enhance relevant skills as they work across the nursery.

Inspirational leadership ensures that a culture of continuous improvement pervades the nursery. Regular staff meetings, discussions with children and feedback from parents inform changes in the nursery. The management team are responsive to suggestions from parents to provide more opportunities for them to liaise with others. As a result, they have offered a series of workshops and ensure all parents and carers are included. For example, a fathers' day event is offered and grandparents contribute to a garden workshop. The management team are currently developing the garden and the vegetable patch to provide a better growing area for children. However, this is still at an early stage and for that reason there is scope to further develop this already highly stimulating area. The highly effective partnership with parents is based on mutual trust and respect. Parents are full of praise for the service they receive, including a parent who wrote in her evaluation of the nursery 'we trust the staff to take care of my child as we would'. Parents receive comprehensive information about the nursery, including monthly newsletters that inform them about events and changes. Parents know their child's key person, who communicates with them consistently. The working relationship with other professionals is commendable because the management team are forward thinking. They are focussed on building relationships with a wide range of external agencies and professionals, for

instance, the local dentists. They have visited the nursery to talk to children about dental hygiene. The management team and staff provide an exceptionally welcoming environment in which children are happy and enjoy learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY436094
Local authority	Birmingham
Inspection number	944446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	54
Name of provider	Angels Day Nursery Birmingham Limited
Date of previous inspection	02/08/2013
Telephone number	01213551076

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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