

Emma's Angels Day Nursery Ltd

Rawdon St. Peters C of E Primary School, Town Street, LEEDS, LS19 6PP

Inspection date	12/05/2014
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Effective and clear safeguarding procedures are in place, creating an environment where children are safe and protected from harm.
- Partnerships with parents are good and are integral to enabling practitioners to effectively meet children's individual needs. This results in a collaborative approach to children's care, learning and development.
- Children develop strong, secure attachments with their key practitioners. This means they feel safe and secure and settle quickly.
- Teaching is securely based on practitioners' good knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through play and structured activities. As a result, children make good progress.

It is not yet outstanding because

- There is scope to enhance the range of provision to support two-year-old children's exploration of sand and water.
- Practitioners do not always promote opportunities for older children to develop their independence skills at snack and meal times.

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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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection and conducted a joint observation with the senior early years practitioner.
- The inspector spoke with children, parents and practitioners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the manager.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children and the provider's self-evaluation.

Inspector

Judith Bodill-Chandler

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Full report**Information about the setting**

Emma's Angels Day Nursery Limited opened in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a portacabin, within the grounds of St. Peter's C of E Primary School in Rawdon, Leeds. The nursery serves the immediate locality and also surrounding areas. It is open five days a week, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. They are cared for in three play areas and have access to an enclosed outdoor area. There are currently 183 children on roll, of these, 100 are in the early years age range. The nursery receives funding for the provision of free education for two-, three- and four-year-old children. There are 18 practitioners working directly with the children, of these, 15 hold appropriate qualifications; three at level 2, eight at level 3, one at level 5 and three at level 6. The nursery receives support from the local authority.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- extend the provision for two-year-old children further, for example, by providing more opportunities for them to explore sand and water indoors

- build on opportunities for older children to develop their independence skills at snack and meal times, for example, by helping to prepare snack and serve themselves at lunchtimes.

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

Practitioners have a good knowledge of child development and fully understand how children learn. There is a balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. For example, toddlers are interested in dressing-up so the practitioners provide opportunities to engage in role play to support and extend their interest. This means that children's individual interests are well met. Practitioners regularly complete well-written observations on the children, which are entered into their profiles. Next steps in learning are clearly identified and used to plan activities, which extend children's learning further. For example, older children enjoy making marks to write their name. Practitioners extend this learning further by modelling and supporting how to hold the pencils correctly. Consequently, teaching is good. Practitioners have a good knowledge of how to complete the progress check at age two,

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its purpose and the need to share this with parents. Practitioners ensure that children are making progress by regularly completing tracking sheets, which link to the ages and stages of development. Through these strategies, any gaps in learning are quickly identified and supported. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Adult interactions are good. Practitioners engage with children effectively, getting down to their level to play. They support all children's acquisition of language well, by listening carefully and repeating or rephrasing words and sentences. The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences, which ignite children's interests and enthusiasm for learning. For example, babies curiously explore natural and open-ended resources while older children's thinking is challenged as they are asked what they think is inside a cloud. Children's counting skills are effectively supported. Older children are encouraged to count 'one more' at group times. Toddlers are introduced to counting during everyday activities. For example, when practitioners prepare children for lunch they count out how many bibs they will need for each table. At group time older children develop their confidence and skills in expressing themselves as they talk about significant events in their life. As a result, children become confident speakers and listeners. Babies join in enthusiastically at rhyme times; selecting the rhyme they want to sing from the props in the singing basket. Older children select their own instruments to play and learn how to play loudly and softly. Consequently, children are learning to make their own choices and decisions. All children have access to well-organised and attractive book areas. They listen carefully to stories read and answer questions appropriately to the story they have just heard. Children join in repeating refrains and are thrilled when props are introduced. As a result, they develop their love of stories and books. Overall, children are making good progress in the nursery and are developing the skills they need for their future learning and their eventual move on to school.

Practitioners understand their role in ensuring that every child's learning and care is tailored to meet their individual needs, and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing information about their children's interests. They frequently contribute to profiles by sharing learning from home. Parents feel welcome in the nursery and know who their child's key person is. They regularly meet with their child's key person to discuss the progress they have made and how they can support them at home. As a result, there is a strong partnership with parents, which makes an effective contribution to meeting children's needs.

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

The nursery has a thorough settling-in procedure, which is flexible to meet the needs of individual children. Information is collected from parents on home visits. The key person uses this information to support children when they move from home. Consequently, children are well settled and emotionally secure. Children are supported well as they move between rooms. Key persons visit the rooms with the children to introduce them to their new surroundings. Practitioners have good relationships with early years staff in local

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schools. Relevant information is shared and school staff visit the nursery to introduce themselves to the children. As a result, children are emotionally well prepared for the next stage in their learning. There is an effective key-person system in place, which helps children form secure attachments and promotes their well-being and independence. Key-person groups are clearly displayed on the wall. As a result, children are happy, safe and secure and form strong attachments with practitioners in the nursery.

Behaviour is good because it is managed effectively. Practitioners are good role models, are polite and encourage children to be well mannered too. For example, at meal times practitioners remind children to say 'please' and 'thank you'. Children are encouraged to take turns with resources and equipment. Strategies and approaches are put in place to support younger children's behaviour by ensuring more than one of the same toy is available at all times. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery. Practitioners are deployed effectively. This ensures that ratios are met, children are adequately supervised at all times and that they are kept safe wherever they are playing. All children independently access a good range of resources which are well maintained and developmentally appropriate. For example, there are opportunities to make marks, play imaginatively, be creative and build and construct. However, there are fewer opportunities for toddlers to explore sand and water indoors as they are not provided with appropriately sized sand and water trays. Consequently, this does not maximise opportunities for children to explore the properties of natural materials. Children are kept safe in the nursery. Practitioners regularly carry out emergency evacuation procedures, which are accurately recorded. Children confidently talk about the fire door and what they have to do when they hear the alarm. Practitioners vigilantly follow health and hygiene procedures and quickly clean up spills to avoid any potential accidents.

Children enjoy outdoor play and learning in all weathers and learn to take risks in a safe environment. For example, they enjoy stepping and jumping from rocks in the garden. They are provided with a variety of equipment to develop gross motor and coordination skills, including tricycles, a slide, tyres, crates, a trampoline and mud play. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. They explore growth and change by gardening and investigating how the natural world changes with the seasons. Practitioners support children to develop their independence skills. They encourage them to put on and take off their own coats before and after outside play and use the bathroom independently to wash their hands. However, at snack and meal times older children are provided with fewer opportunities to develop their independence skills relevant to their age, such as helping to prepare the fruit or serve their own lunch. As a result, older children's independence skills are not always supported as well.

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

Following a recent visit by Ofsted the provider received a notice to improve to ensure any accident or injury sustained by a child is fully recorded, including times of injury and action taken. Clear records regarding accidents are kept and therefore, children's safety and well-

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being is fully assured. The safety and welfare of all children is a high priority for the manager and practitioners in the nursery. All practitioners, including the manager have a very clear understanding of their responsibilities to meet the safeguarding and welfare requirements. Safeguarding policies and procedures are well written. They include the use of mobile telephones and cameras and the guidance to follow if an allegation is made against a member of staff. Practitioners confidently talk through the early signs of possible abuse or neglect. They fully understand the procedure to follow and accurately record any concerns they have. This has been further enhanced by all practitioners having completed safeguarding training, which is renewed on an annual basis. This means that arrangements for safeguarding children are good. There is a thorough recruitment and selection process, which ensures that practitioners working with children have had the appropriate checks to ensure their suitability. This means that children's welfare is promoted well. Detailed risk assessments are undertaken to ensure that effective steps are taken to keep children safe while not constraining their play. Daily checks identify any potential hazards as they are found and practitioners effectively take action to remove them. Fire alarms are tested regularly and there is a record of emergency evacuation procedures. Fire exits are clearly identifiable and fire doors are free of obstruction. Security within the nursery is good as external exits are kept locked to ensure no unwanted visitors gain access, or present a risk to children. The nursery is vigilant at checking the identity of visitors who sign-in on arrival. First aid requirements are met. There is a first aid box which is accessible at all times. Practitioners have up-to-date paediatric first aid training. The accident and first aid administered records are well kept and are signed by parents. An analysis of accidents is undertaken on a regular basis to identify where most accidents occur and procedures are put in place to reduce them. The manager understands the changes she must notify Ofsted of and the need to inform them of more serious accidents or injuries. Documentation is well kept. Daily registers are accurately completed and information about children and all other persons employed on the premises is recorded. As a result, children's welfare and safety is promoted well.

Leadership and management is good. This is because the manager works effectively with the senior early years practitioners to have a good overview of the curriculum. Planning and assessment systems are monitored well. The senior early years practitioners use observations to effectively monitor the quality of the provision. Practitioners contribute to the monitoring of the provision by evaluating activities. Children's progress is monitored by the senior early years practitioners using individual summative assessments. Consequently, individual children or groups of children with identified needs are targeted and their progress is monitored, so that appropriate interventions are sought and gaps are closing. The manager has a secure knowledge of the Early Years Foundation Stage and uses this well to support practitioners. Policies are clear and in line with published guidance. Practitioners are kept up to date with any policy changes through memos, staff newsletters and meetings. Emergency staffing arrangements are managed effectively in a prompt and timely manner and ensure children are kept safe. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Annual appraisals and regular supervisions are carried out with the manager. Practitioners are supported well through a programme of continual professional development. This is established through identified needs from practitioner observations and supervisions. As a result, there are effective systems in place to monitor the quality of teaching.

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There are well-established links with other providers and external agencies. Daily exchanges with other providers where children attend ensure their needs are effectively met. There are good links with the local schools and information is shared effectively when children move on. Partnerships with parents are good. Parents are provided with a comprehensive prospectus and the policies and procedures for the nursery when children start. They feel welcome in the nursery and know their children are making good progress. Regular newsletters are sent to parents and there is an informative website and parents' notice board. This ensures that parents are keep up to date with what is happening in the nursery, including any staff changes. There is a strong drive for improvement with detailed action plans. The manager leads the staff team by effectively using self-evaluation and action plans to reflect on their practice. They clearly identify their strengths and areas for improvement. Parents contribute through suggestion sheets and questionnaires. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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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.

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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	EY381245
Local authority	Leeds
Inspection number	968644
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	183
Name of provider	Emma's Angels Day Nursery Ltd
Date of previous inspection	26/01/2009
Telephone number	0113 250 6611

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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

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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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