

# Little Angels Nursery

204a Lowerhouses Lane, HUDDERSFIELD, HD5 8JZ

## Inspection date

Previous inspection date

05/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

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

- Children develop extremely strong attachments with their key persons and their peers; this promotes their development of independence and exploration.
- Children make excellent progress in all aspects of their learning and development supported by enthusiastic and passionate staff who know their key children's needs very well.
- Children demonstrate extremely positive behaviour and confidence because staff are excellent role models. They are kind, thoughtful and attentive to children's individual needs.
- Partnership with parents and carers is extremely well-established; they understand how their children are progressing and are actively involved in contributing to their learning and development.
- The nursery is welcoming and exciting. Children's learning benefits from superb resources, indoors and outside, which are easily accessible, bright, colourful and inviting.
- Comprehensive management systems, such as regular supervision monitoring and peer observations, enhance staff performance. Self-evaluation includes all stakeholders with improvement plans clearly targeted to bring about highly effective changes.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 routines and activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of an activity in the toddler room.
- The inspector held meetings and observed practice with the owner and manager of the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Tara Street

## Full Report

### Information about the setting

Little Angels Nursery was registered under new ownership in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church in the Lowerhouses area of Huddersfield, and is managed by NHD

Limited. The nursery serves the local area and is accessible to all children. It operates from six rooms across three floors and there is a fully enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, one holds Qualified Teacher Status, two hold Early Years Professional Status, one holds an appropriate qualification at level 5 in early years, one holds an appropriate qualification at level 4 in early years, 15 hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2.

The nursery opens Monday to Friday for 52 weeks of the year, excluding bank holidays. Sessions are from 7.30am until 6pm, and the nursery offers before and after school care as well as holiday provision. Children attend for a variety of sessions. There are currently 115 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers care to children aged from five to 11 years of age. 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:**

- enhance children's experiences further by drawing on a wide range of musicians and story-tellers from a variety of cultural backgrounds and heritages.

### **Inspection judgements**

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

Children flourish and thoroughly enjoy coming to the nursery because staff take great care to provide a vibrant environment that is highly beneficial to their learning. The quality of teaching and learning is excellent. Each child in the nursery receives tailored support from highly skilled and enthusiastic staff who take time getting to know individual characters extremely well. Observation and assessment of children's progress across all areas of learning and development are sharply focused. Staff use Development Matters in the Early Years Foundation Stage guidance and accurately track each child. This means that staff can monitor and identify areas where individual children may not be achieving as well as they should or where children who excel in some aspects may require additional challenge. Consequently, all children make rapid progress in relation to their starting points. Staff work exceptionally well with other professionals to support each child and

their families where necessary, particularly those with special educational needs and/or disabilities and those who speak English as an additional language.

Staff show great respect for the children, they speak to them with kindness and in a way that captures their interest. Staff are highly skilled in questioning and extending children's thinking skills and encouraging their communication. For example, older children are asked to predict what the story they have chosen might be about by looking at the picture on the cover. They eagerly take turns to point out what they have seen, such as 'a jungle', 'monkey' and an 'elephant'. Staff know that eye contact, facial expressions and different tones in their voices are instrumental in developing early communication with babies and young toddlers. Older children register themselves each day, confidently selecting their name cards and displaying them on arrival. Children have extensive opportunities to initiate their own play and build on their current interests. For example, they excitedly comment on the snow falling outside and lay on cosy cushions to look out of the window. Staff join them and point out the large digger going to the building site across the street. Children discuss with enthusiasm the different machinery they see because they have been watching the building work progress. In addition they enjoyed a recent visit from the workmen to discuss the various tools they use and what they were planning to build. Adults are extremely well deployed across all areas and rooms. They are highly skilled at recognising when to stand back and when to offer support to the children.

Babies and toddlers thoroughly enjoy their activities. Staff sit on the floor, ready to interact and support the children as they wish. Low-level resources enable children to make their own choices. Many children crawl to the comfy 'cosy zones' in each room as they select books, explore wooden objects and investigate sensory bottles and musical instruments. This effectively promotes their all-round enjoyment and achievement. For example, a toddler delights in playing an interactive find the ball game. The child joins in enthusiastically, looking under the different coloured feet, after prompting from staff, and confidently looks to them for reassurance of their achievement when they find the ball. Staff enthusiastically sing nursery rhymes to babies and young children. Children get great pleasure from looking up at the twinkling lights and exploring the texture baskets in the sensory room as they listen to gentle music. They develop an excellent awareness of the life and customs of others through playing with toys and looking at books reflecting positive images of diversity. They take part in rewarding activities, for example, celebrating Chinese New Year by making spring rolls and visiting the Chinese supermarket. All children enjoy an extensive range of daily messy play and creative activities. Babies enjoy making foot print rainbows and exploring paints, glitter and dried lentils. Toddlers explore artificial snow with arctic animals and feel the texture of warm mushy peas. Older children enjoy making Valentine's Day cards using an extensive range of resources, such as pipe cleaners, ribbons and feathers.

Staff are very quick to seize opportunities for number play in everyday activities, such as counting steps as they climb the stairs. Very well-resourced home corners, small world play, dolls houses, dressing-up and outdoor play areas offer excellent opportunities for imaginative play, both indoors and outdoors. Water and sand play provide excellent opportunities to explore capacity and volume as children pour and scoop. Jigsaws and puzzles support critical thinking, as children explore shape and matching. Children enjoy extensive opportunities to learn about the natural world. They regularly plant and care for

strawberries, potatoes and lettuce and show great interest and enthusiasm when watching chickens hatch in an incubator. In addition older children enjoy regular visitors to the nursery, such as the fire service, police, vets and doctors. However, opportunities to extend children's experience further, by drawing on a wide range of musicians and storytellers from a variety of cultural backgrounds and heritages are variable.

Staff work exceptionally well with parents and carers to involve them in their children's learning. Key persons share comprehensive information daily with parents about their child's interests and strengths. This is done both verbally and through 'Daily record books' for babies and toddlers and 'Daily record sheets' for older children. These include extensive information about the day's activities and care routines as well as comprehensive links to the areas of learning and planned next steps for older children. Parents are actively encouraged to share their children's achievements from home. They can view their child's learning records at any time and also have more formal opportunities at the annual key worker progress meetings. In addition parents and the wider family are invited to 'Stay and Play' sessions and can book these at any time. This promotes a shared approach to reflecting on the importance of what children learn at home, as well as in the nursery.

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

The key worker system is highly effective in supporting children to settle quickly. Staff get to know the children extremely well as they have comprehensive discussions with parents before their child starts. They offer home visits and implement highly individualised settling-in plans for each child. Staff use this knowledge extremely well to provide a varied range of activities that capture children's interest and help them to make excellent progress as they play and explore. Staff are excellent role models. They consistently demonstrate courtesy towards each other and the children, engaging appropriately with children as they play. Constant praise and encouragement develops children's self-esteem. As a result, they are self-assured and motivated to engage in self-chosen activities.

Children thoroughly enjoy their time at nursery, arriving happy and keen to join in the activities. They benefit from their familiarity with the nursery routines and excellent relationships with one another and the staff. Children throughout the nursery grow a strong sense of belonging as they see photographs of themselves and their families displayed around the rooms and reception areas of the nursery. The children are very independent and their social skills are superb. Children develop close relationships, evident in the way they hold hands and play together. Their behaviour is exemplary. Staff members, including a dedicated behaviour management coordinator, use creative techniques to encourage positive behaviour, with which the children are eager to engage.

The organisation of staff and the environment to support children in their play is excellent. The nursery is child-orientated and exceptionally welcoming to children and their families. Staff implement an excellent transition system as children transfer to the next age group, which helps them adjust to the differences in the environment. Teachers from the five local schools children will be moving on to are invited to visit the nursery and staff complete an extremely detailed transition document containing the children's

achievements. As a result, older children are very well prepared for their next stage in learning. Children show an excellent awareness of their own safety and that of others as they hold the rails when ascending the stairs and use large and small equipment with care. They know that tidying up is important so that no-one trips up and the resources are carefully looked after.

Dietary needs are extremely well met, including, for example, children who are vegetarians. All of the tasty meals and snacks are freshly prepared in the kitchen by the cook, who is enthusiastic in making any necessary changes in order to meet children's needs or preferences. Fresh drinking water is available at all times ensuring that children do not become thirsty. Excellent feeding, toileting and sleep routines are managed very effectively for each child ensuring that parents' wishes are fully acknowledged. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children enjoy daily access to the superb outside play area, creating obstacle courses, building dens and negotiating obstacles when riding wheeled vehicles. Babies are taken out for walks in a range of pushchairs and buggies and toddlers and older children enjoy trips to local parks and fields as their key persons point out the changing seasons. Music, movement and dance activities are also enthusiastically enjoyed by the children as they bounce, sway and skip to the many types of music they hear on a daily basis. Such activities enable children to develop excellent co-ordination, learn to balance and move in different ways and become aware of the effect exercise has on their bodies.

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

Management have an excellent understanding of their responsibility in meeting the Early Years Foundation Stage learning and development requirements. Safeguarding arrangements are very secure and staff are confident in the procedures to be followed should they have any child protection concerns about a child. Parents are further reassured of their children's well-being and safety through the rigorous and stringent policies and procedures for the recruitment and selection of staff. Robust systems are in place for staff appraisal and supervision. These ensure a consistent and highly professional approach is delivered by all staff to enhance children's progress and offer high quality care, learning and development. Extremely detailed risk assessments demonstrate that staff identify and reduce hazards within the nursery. Parents report that they are extremely happy with the nursery, positively commenting on the excellent range of activities that stimulate their children's interests and the friendliness and enthusiasm of the staff. They are fully informed about the Early Years Foundation Stage. Staff include references to the characteristics of effective learning in their children's developmental records and on multiple displays around the nursery.

Excellent leadership and management drive the vision and ambition for this nursery. The manager works very closely with the owners who demonstrate an extremely 'hands on' approach to monitoring all aspects of the nursery. For example, analysis of the educational programmes, consistency of assessment and the monitoring of children's progress. A highly motivated staff team is encouraged to undertake training, share skills, through peer

observations, and interests and contribute to all aspects of the operation. This ensures exceptional ongoing improvement and a varied and stimulating programme is developed for all children. For example, in consultation with parents staff identified a need for the nappy changing area to be moved out of the main play area in the second baby room. This was considered by the owners and put into place, thereby enhancing the facilities for both children and staff. The nursery values parents' views, obtaining these through questionnaires and continual dialogue. This information feeds exceptionally well into the nurseries self-evaluation process, along with the views from the highly skilled and dynamic staff, to effectively identify areas for continuous improvement.

The nursery has developed excellent partnerships with other professionals; for example, first-rate relationships with local schools enhance continuity for children very successfully. In addition the manger sits on a number of local network meetings to share good practice. They have forged excellent links with family support workers and outreach staff at the local children's centre to support children and families further, particularly those with special educational needs and/or disabilities. The nursery is highly successful in supporting children who speak English as an additional language and there are excellent partnerships with other agencies involved in children's care.

### 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**

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY448517
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	880651
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	142
<b>Number of children on roll</b>	115
<b>Name of provider</b>	NHD Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0

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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 that are usually their 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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