

# Active Angels Day Nursery

Tanworth Lane, Shirley, SOLIHULL, West Midlands, B90 4BY



## Inspection date

31 July 2015

Previous inspection date

1 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Since the last inspection, management has put an improvement plan into place with the guidance and advice of early years professionals that has helped them to address the weaknesses. They fully understand and implement the requirements of the Early Years Foundation Stage and in doing so have raised the standard of the provision.
- Children's learning and development are closely monitored. Their individual learning needs are identified so that appropriate levels of challenge or prompt additional support are offered. This means all children make good progress.
- Staff know children well and understand how they develop and grow. They plan and provide a variety of activities that promote the next steps in children's individual learning.
- Care practices are good, which means children's physical well-being is effectively promoted. Staff teach children to keep themselves healthy and well, and help them to learn about managing their own care needs. Children are offered nutritional meals, plenty of fresh air and a range of physical activities that promote exercise.
- The nursery is bright and welcoming. Each room is carefully adapted to meet the needs of the age groups attending. Resources are stimulating and easily accessible. This promotes children's motivation to learn and enhances their desire to play and explore.
- Children display high levels of self-esteem. Staff value their opinions and ideas. They encourage children to contribute to how the nursery is run and what needs improving.

**It is not yet outstanding because:**

- Partnership working with parents is not yet exceptional. The manager is aware of this and is exploring new ways to better share information about their children's learning with them.
- Staff do not have many opportunities to reflect closely on the impact of their own teaching practice on children's attainment.

## What the setting needs to do to improve further

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

- develop even closer partnerships with parents to better share information about children's learning and fully promote continuity between the nursery and home
- provide more opportunities for staff to reflect on the impact of their own teaching practice on children's attainment, to build on their professional development and help them share all-round excellent practice.

### Inspection activities

- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to the staff throughout the inspection.
- The inspector looked at records available, including policies, procedures, risk assessments, children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector discussed with the manager the methods for self-evaluation.
- The inspector took account of the views of children and parents spoken to on the day.

### Inspector

Josephine Heath

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Staff make use of what they know about children to promote their individual learning, so that they make good progress. Babies benefit from experiences where they can freely explore the different activities on offer, with staff providing nearby support and encouragement. This helps to promote their social development and understanding of the world around them. Children are well prepared for moving on to school. Staff promote children's confidence and independence in trying new things and being able to do things for themselves. They also promote children's good social and communication skills, such as interacting well with their peers and adults. Staff talk to children about moving on to other settings when the time comes, so they know what to expect in preparation for the changes ahead. Partnerships with parents are established and information about children's care is particularly well shared. However, information about children's learning is not as well shared to fully promote continuity between the nursery and home.

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

Staff are kind and approachable. The key-person system is established and means that staff get to know children and their families well. They find out about children's specific care needs and routines from the outset, so that they can ensure these are well promoted. Children are happy, settled and relaxed within the nursery. They demonstrate strong attachments to staff as they seek comfort and reassurance as needed. They are also keen to involve staff in their play. Children are given clear messages about expected behaviours. They listen to staff and respond well to instructions. Staff teach children to understand simple boundaries, such as being kind and respecting each other. This means children's emotional well-being is effectively promoted.

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

Children are kept safe and protected from harm. All staff have received safeguarding training and know how to respond should they have any concerns regarding a child's welfare. Robust documentation is in place that is consistently used to underpin children's safety and welfare. Furthermore, all those working with children are suitably vetted and checked. Most staff are well qualified. Managers make use of supervision meetings to monitor staff performance. They set staff targets to work towards and identify any further training needs. This has a positive impact on the quality of care and education they provide. However, managers are yet to provide staff with further opportunities to reflect on the impact of their own teaching practice on children's attainment. This means all-round excellent practice is not yet well shared to further build staff's confidence and enhance children's attainment to the highest possible level. Management are well focused on raising the standards of the nursery even further. They evaluate the setting and clear targets for improvement are in place. The manager has plans in place to continually improve and achieve the best possible outcomes for all children in the future.

## Setting details

<b>Unique reference number</b>	EY401102
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1010747
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	69
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Active Angels Limited
<b>Date of previous inspection</b>	1 October 2014
<b>Telephone number</b>	01217442993

Active Angels Day Nursery opened in 2006 and was re-registered in 2009. The nursery employs 19 members of childcare staff, 16 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

