



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Little Angels Day Nursery
9 Claremont Road
Llandudno
Conwy
LL30 2UF**

Date of inspection: July 2011

by

Anne Manning

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Little Angels Day Nursery is based in a converted Edwardian house. The nursery is privately owned and opened in August 2000.

The small nursery is situated in North Wales, close to Llandudno town centre.

The nursery is managed by the owner and the general day to day running is carried out by the management team. All three practitioners working with the children in pre-school are qualified to level 3.

The entrance has information for parents to view when they drop off or collect their children. Inside, the two ground floor pre-school rooms are divided into areas for play and outside; the rear garden provides good opportunities for different outdoor activities.

The nursery is open all year and is registered with Care and Social Services Inspectorate Wales to provide full day care for 25 children. Nursery education is offered every morning except Monday during school term time. There are ten children aged three and two children aged four. Five children aged three are eligible for funding during this Summer Term, not all of whom were present during the inspection.

The last CSSIW inspection was in November 2010 and this is the first inspection by Estyn.

The nursery is English speaking, providing care and education for children from families for whom nearly all this is their first language.

Nearly all are White British and no children have additional needs.

The nursery has an equal opportunities policy and an admission procedure that welcomes all children. The area served by the nursery is considered to be socially disadvantaged but the children attending come from a wide range of social backgrounds.

Little Angels Day Nursery receives support from Conwy Early Education.

Summary

The nursery's current performance	Good
The nursery's prospects for improvement	Good

Current performance

There is an excellent range of interesting and exciting learning experiences.
Teaching is good.
The provision effectively provides opportunities to develop early writing skills in all areas of learning.
All children are confident learners

Prospects for improvement

A sense of purpose promotes and sustains development.
There is a positive ethos whereby children and staff are valued.
Clear aims are focussed on the needs of the children that are understood and implemented by practitioners.

Recommendations

R1. Strengthen the planning and assessment process.

R2. Develop further links with local schools to support the transition of the children when they leave the nursery.

What happens next?

The provider will produce an action plan that shows how the setting will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	N/A
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Standards: N/A

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: N/A

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The learning experiences effectively ensure that the children develop good thinking skills and are confident and independent learners who are happy to explore new experiences and develop new skills. They effectively enable children to form relationships, respect and tolerance for all. Innovative activities and learning experiences provide very effectively for the needs and interests of the children and they learn through an excellent range of first hand opportunities about the world in which they live.

The nursery makes excellent use of the learning experiences provided by the local environment including supermarkets, superstores and smaller shops. The children have been beach combing and to visit the re-cycling centre and park. They have learnt how to extract ink from a squid and how to touch a stuffed crocodile safely. All children have had the opportunity to look closely at sea life on the beach and observe the skin of a mackerel through a magnifying glass. They learn to care for animals such as guinea pigs, rabbits and fish. They have learned about differences in time, for example by looking at irons in the antique shop. Children have compared the size of garden snails with African land snails and re-created their own story of a hungry caterpillar by purchasing the same fruit at the supermarket.

The curriculum builds systematically on existing knowledge, understanding and skills. The children have made books about many of their visits and re-created most of their experiences in the nursery to effectively consolidate and extend their learning, for example they have made their own shops, beach, café and sea life centre.

There are good opportunities for the children to listen to each other and share their experiences and news. Language, communication, writing and stories are effectively embedded throughout the curriculum. Excellent opportunities for mark making are built into the experiences of the children both indoor and out. Skills are encouraged

and developed by the strategic positioning of toys and a plentiful supply of pens, pencils and notebooks to support mark making and early writing skills.

Mathematical language, numbers and ICT are rooted in the curriculum across all areas of learning.

There are opportunities for children to develop their imaginations through a variety of role play situations and use money in different contexts, for example children have used coins as treasure and handled money using the self service till at a very large supermarket.

Children are actively encouraged to use the Welsh language throughout the session and the nursery effectively develops knowledge and understanding of traditions.

Flexible planning engages all children and their interests are noted and incorporated into the plans and as a result children make very good progress towards the Foundation Phase outcomes.

Teaching: Good

Practitioners effectively start the session with a re-cap on previous activities and a good explanation of what is going to happen that morning.

Practitioners give good explanations and make good use of questioning to extend the progress of the children. Practitioners know when to observe and when to join in and develop the play and learning opportunities.

They understand the requirements of the Foundation Phase and they have high expectations of the children. There is a good balance between child selected and practitioner led activities. The practitioners understand the importance of providing exciting opportunities for the children to learn through their play experiences. They make effective use of informal learning opportunities and good use of resources both indoor and out.

They support the children effectively in their use of technology including B Bot and using the self service till in a large supermarket.

Practitioners encourage the use of books by providing the same resources for the children as in the book they are reading, for example play dough and coloured feathers for the story of Ticw the Welsh bear.

The practitioners have effectively developed confident learners who are happy to talk about and share their play and opinions.

The use of the Welsh language and supporting resources are very good particularly during circle time when puppets are used to develop the learning of the children through rhymes songs and stories. Children respond particularly well and the majority are confident to use Welsh spontaneously.

An assessment booklet is completed 'Me' and the statements are highlighted when the outcomes have been achieved. A file contains supporting evidence in the form of notes and photographs. Although progress and well being are tracked across the areas of learning, information is not always effectively used to plan the individual children's next steps in learning.

Care, support and guidance: Good

The setting is secure with a safe entry system ensuring the children's safety. There are appropriate risk assessments for all activities. The setting succeeds in helping every child to take advantage of the learning experiences provided for them and to participate fully in the life of the setting. There are good opportunities for the children to discuss their feelings during circle time and say why they feel happy or sad.

Children are effectively encouraged to distinguish right from wrong and say sorry if they hurt their friends. Children are very well behaved and say please and thank you. Pre-school promises have been developed with the children that encourage them to be kind and thoughtful, such as quiet voices and kind hands. Practitioners respond well and challenge any poor behaviour.

The setting effectively uses links with home to settle children, using their interests and things they do at home as topics and themes such as pets. They are encouraged to bring into nursery items from home to share with the other children.

Learning experiences promote children's personal development including their spiritual, moral, social and cultural development.

The nursery has created an environment where children care about each other. A sense of awe and wonder about the world has been developed by a range of outstanding learning experiences, for example removing the ink from a squid when learning about different types of fish.

There are no children with additional needs but systems are in place in the nursery to support these children, their families and help them progress. Nursery identifies learning needs when they join the setting and there are effective arrangements to support their health, well being and learning.

Children are happy and secure with the adults around them and they are confident to ask for support. There are good induction arrangements into the nursery that ensure sure that children settle well and quickly.

Nursery fully meets safeguarding responsibilities and ensures the safety of all the children.

Learning environment: Good

The setting is inclusive and all children have equal access to all areas of provision. There is a clear emphasis on respecting and celebrating diversity, for example with Indian day.

The nursery has sufficient practitioners who have knowledge and expertise to teach the Foundation Phase curriculum. Practitioners work well with the children and make effective use of the limited space by creating a stimulating learning environment both indoor and outdoors.

There is a good supply and range of excellent resources that are well matched to the stage of development of the children.

The well maintained accommodation and resources actively support learning across all areas of the curriculum. The resources in the community, for example the large and small shops are used very effectively to supplement those of the nursery and enrich the curriculum.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The setting is well led.

The leader/owner is aware of her role and responsibilities and there is a sense of purpose that promotes and sustains improvement. Children and staff are well supported and there is a very clear direction and purpose in the nursery.

Practitioners have an appraisal three times each year and a performance development plan is produced. This links effectively to the needs of the children in the nursery. Any poor performance is challenged and refresher training is accessed with practice of practitioners observed.

Leaders implement policies and procedures well and as a result the outcomes for children are good.

Relationships between children and their parents and carers and the owner and management team are good and contribute significantly to the sense of community. Leaders successfully use relevant information about the nursery and have a sustained focus on achieving progress towards the priorities of the setting.

Improving quality: Good

A self-evaluation report has been completed that effectively identifies strengths and areas for improvement. Practitioners know the setting well and development within the nursery is recognised and action is taken to maintain good practice and make any necessary changes.

There is a positive culture of self-evaluation and practitioners are open to new ways of working and trying out different things. They actively share their experience, knowledge and ideas. Practitioners are able to evidence how they have effectively improved the provision, standards and outcomes.

Partnership working: Good

Community links are used very effectively to support the learning of the children. Parents are told about the work of the nursery by talking to practitioners on a daily basis and of their children's progress by having the opportunity to look at their child's file. There is a good relationship with parents and they are informed of what is happening in the nursery by a newsletter, a special evening and a face book page.

The page is updated regularly with learning experiences and activities and there is the opportunity to provide feedback. Very positive comments have been received from the community.

Practitioners actively encourage parents to be involved in the setting and to extend the learning of the children, for example the parental involvement in Indian day.

The nursery works effectively in partnership with local colleges and schools offering childcare placements and work experience. A very positive relationship with the local authority teacher enhances the work of the setting. Practitioners work well together as a team and share information.

Children attend local schools and have been on transition visits with their parents. The relationship between the nursery and schools is underdeveloped. Stronger links would facilitate and support the transition of the children and also provide a valuable opportunity to share ideas and good practice.

Resource management: Good

Resources in the nursery are used well and link effectively to the children's homes, for example a pirate ship to enhance the topic work. Children's ideas, suggestions and ideas are noted and planned into the curriculum.

The nursery makes excellent use of the local community and surrounding area to provide a range of outstanding experiences and opportunities for learning.

The setting makes good use of funding and uses resources from the toy library and liaison teacher to improve progress and outcomes for the children. All resources are managed and deployed effectively to support the learning of the children.

Leaders and managers have a good understanding of budget matters and prioritise these effectively according to plans for improvement. Financial decisions are evaluated for impact on outcomes and the nursery provides good value for money.

Appendix 1

Responses to parent questionnaires

100% parents strongly agreed with all the statements on the inspection questionnaire

Including:

I am satisfied with the setting.

My child likes this setting.

My child was helped to settle in well when he or she started at the setting.

My child is making good progress at the setting.

Children behave well in the setting.

Teaching is good.

Staff treat all children fairly and with respect.

My child is encouraged to be healthy and to take regular exercise.

My child is safe at the setting.

I am kept well informed about my child's progress.

I feel comfortable about approaching the setting with questions, suggestions or a problem.

I understand the setting's procedure for dealing with complaints.

My child is well prepared for moving on to school.

There is a good range of activities including trips or visits.

The setting is well run.

Responses to discussions with children

Children were very confident in the nursery and spent time talking to the inspector about what they were doing.

They like the nursery and the staff.

They enjoy the activities and the outings and they enjoy being able to write their names.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Anne Manning	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.