

Little Angels Daycare Nursery Limited



20 Hawthorne Cottage, Newhall Campus, Fazakerley, LIVERPOOL, L10 1LD

Inspection date 18 June 2015
Previous inspection date 6 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children settle well at the nursery. This is because high-levels of care are provided and information is gathered from parents when their child first starts. As a result, children's emotional needs are supported well.
- Children benefit from strong planning and assessment methods which staff use to focus on children's individual learning needs and current interests. As a result, all children are confident and motivated to learn.
- Children with special educational needs and/or disabilities are supported well. This is because staff have effective partnerships with other professionals and parents. They hold regular meeting and put together additional support plans. As a result, all children make good progress.
- High-priority is placed on safeguarding children. Regular training and ongoing discussions ensure staff are kept updated with latest guidance and know who to contact should they have concerns regarding a child's welfare.
- Children's behaviour is managed well. Staff talk with children about the nursery rules and how to manage their feelings. Consequently, children know how to cooperate, take turns and support each other in their play.

It is not yet outstanding because:

- At times, some staff miss opportunities to extend children's learning because they do not fully promote their thinking and problem solving skills.
- Staff supervision and reviewing systems lack focus on staff performance and the quality of the practice observed. As a result, they do not always identify additional support staff may need; especially with new, less experienced staff.

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 learning even further, for example, by providing more opportunities for them to think and work problems out for themselves
- build on staff supervision and reviewing systems to further inform ongoing training and support; especially for new, less experienced staff.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to children and staff, and observed play and learning activities within all rooms.
- The inspector took into account the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the manager's improvement plan.
- The inspector carried out a tour of the premises.
- The inspector carried out a joint observation of staff practice and had a meeting with the manager.

Inspector

Kellie Lever

Inspection findings

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

Staff provide a stimulating and challenging environment that covers all areas of learning. As a result, children's learning is supported well. Staff support children appropriately in all rooms of the nursery and a variety of teaching techniques are used. However, at times when children might benefit from thinking through ideas for themselves, staff are too quick to provide the answers. Nevertheless, staff promote older children's early literacy skills by encouraging them to select their name cards. Toddlers' sing number songs, helping them develop early number skills. Children's language development is also fostered well. For example, staff repeat back words when younger children attempt to say the names of animals. Children squeeze water out of sponges and are encouraged to use words, such as 'splish', 'splash', 'splosh'. Additionally, children who speak English as an additional language are supported well to make good progress in their learning. Consequently, all children develop their skills in readiness for the next stage in their learning and their eventual move to school.

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

Children have good opportunities to enjoy a healthy lifestyle. They choose from a range of healthy foods at mealtimes and enjoy good levels of independence. For example, they can pour their own drinks, serve their own food and clear their plates away after use. Staff take opportunities to talk with children about the effects food has on their body. For example, they discuss that food makes their bodies strong and helps their muscles grow. Children follow good hygiene routines because staff have well-established systems. Children independently wash their hands before eating and wipe their nose with tissues. They enjoy frequent opportunities for outdoor play. They use hoops, throw balls and ride bicycles to build on their physical skills.

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

The highly qualified manager and the experienced staff group have a good understanding of the requirements of the Early Years Foundation Stage. As a result, this has a positive impact on the good level of teaching from the knowledgeable team. Recruitment and induction procedures are clear and vetting procedures for staff are thorough. Staff supervision meetings are used well to review children's learning and development. However, they do not focus as well on staff performance and the quality of the practice observed to identify training and support required. Systems to evaluate what is working well and what needs to improve are effective and take into account the views of staff, parents and children. The manager has addressed previous actions and recommendations. Staff have attended additional training which has had a positive impact on their current practice. As a result, the manager and her team continue to drive improvement.

Setting details

Unique reference number	EY427077
Local authority	Liverpool
Inspection number	852740
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	113
Name of provider	Little Angels Childcare Nursery Limited
Date of previous inspection	6 December 2011
Telephone number	0151 521 2322

Little Angels Day Care Nursery Limited was registered in 2011. The nursery operates Monday to Friday from 7am to 6pm and the out-of-school club opens from 3pm to 6pm during term time and from 7am to 6pm during school holidays. It provides an all-year-round service with the exception of bank holidays. The nursery employs 17 members of childcare staff, of these, one holds an appropriate early years qualification at level 5, one at level 4, 11 at level 3 and one at level 2. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

