

## Inspection date

16 October 2015

Previous inspection date

8 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Relationships between staff and children are exceptional. Children are relaxed, happy and thrive in the warm, caring atmosphere that staff create for them.
- The quality of teaching is outstanding. Staff show great empathy and sensitivity for children's individual needs. For example, they help very timid children to explore painting and printing by modelling techniques very quietly and gently alongside them.
- Staff are excellent role models for children. They explain their expectations clearly and help children to understand how their actions impact on others.
- The leadership team provides exemplary support for staff. Managers hold regular professional discussions with staff. They ensure that they celebrate individual success, as well as astutely identifying areas for further development.
- Senior staff work alongside colleagues, modelling and coaching them to improve their practice. As a result, staff are confident and passionate about their work with children.
- All staff work exceptionally well in partnership with parents. They give detailed verbal feedback, which is supplemented with a written communication diary. Parents talk regularly with their child's key person to plan ways to help them progress. Children benefit from this shared understanding of how to help them do well.
- The leadership team is highly reflective and constantly strives to improve. Managers work with other professionals and with the local authority to explore best practice. They readily consider new initiatives and staff and parents are encouraged to share their knowledge and expertise. Consequently, the nursery constantly evolves and improves.

## 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 understanding of technology to extend their learning experiences and build on their existing knowledge of how things work.

### Inspection activities

- The inspector observed activities in all play rooms and in the garden.
- The inspector carried out a joint observation of practice with the nursery manager.
- The inspector spoke to parents and read responses to parent questionnaires and took account of their views.
- The inspector asked all members of staff about how they keep children safe.
- The inspector scrutinised a range of nursery documents, including policies, procedures, staff records and children's learning journals.

### Inspector

Rebecca Swindells

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leaders are highly reflective and make astute judgements about improvements. For example, staff training has analysed how children use the garden. The manager has made changes so that all learning areas can be accessed equally, whether children choose to play indoors or outdoors. Safeguarding is effective. All staff receive robust child protection training and managers use extremely thorough systems to ensure that everyone is suitable to work with children. The manager works closely with staff to ensure that all children are making at least good progress. Their meticulous analysis means that any potential gaps in learning are swiftly identified and addressed. As a result, all children make good progress and some make better than expected progress. Managers confidently work with other professionals to ensure that all children get the support they need to help them do well.

### Quality of teaching, learning and assessment is outstanding

Staff assess what children can do and use what they see to plan activities that will interest and motivate each child. Staff involve themselves in games to extend children's learning. For example, during a shopping game, children learnt simple subtraction as staff challenged them to work out how much change to give when paying for their shopping. Staff build on children's developing language skills, encouraging them to talk about things that interest them. Children learn new words and ways of explaining themselves as they talk about things that fascinate them, such as conkers. Staff encourage children's confidence and help them develop independence as they skilfully promote their emerging reading, writing and number skills. This prepares children to settle quickly when they start school. However, staff do not always fully promote children's understanding of technology.

### Personal development, behaviour and welfare are outstanding

Staff teach children to manage small risks effectively. For example, when building a balance course using crates and planks, staff remind children about laying planks flat so that they do not tip when they stand on them. Staff have very high expectations of children's behaviour and explain their expectations clearly. Children learn respect for their friends and for others, and staff teach them to see the consequences of their actions. For example, children playing very noisily are reminded about sleeping babies in the building, and staff help them understand how the babies will feel if they are woken up too early. Children learn about celebrations and festivals in different communities. This helps them to appreciate the similarities and differences between themselves and their friends.

### Outcomes for children are outstanding

Outcomes for children are outstanding. All children make good progress and many make excellent progress, based on their starting points. All children develop excellent social skills, independence and confidence. Older children are extremely well prepared for school.

## Setting details

<b>Unique reference number</b>	EY338333
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	827442
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Sara Demetriou
<b>Date of previous inspection</b>	8 November 2011
<b>Telephone number</b>	01273 380067

Little Angels Nursery registered in 2006. It operates from a converted house in the Withdean area of Brighton and Hove. The nursery is open each weekday from 8am to 6pm throughout the year. The nursery receives funding for free early education for children aged two, three and four years. The nursery employs 15 members of staff. Of these, 11 have appropriate early years qualifications at levels 2, 3 and 4. The nursery also employs a cook.

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