

# Angels Day Nursery Sutton

63 Sutton Road, Birmingham, B23 6QJ



## Inspection date

24 March 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team fully understands its roles and responsibilities. A range of documentation, policies and procedures supports the quality of care and education provided. This helps to promote children's safety, welfare and learning effectively.
- Staff are kind, caring and very friendly. They get to know children and their families well. Children are happy, settled and clearly enjoy attending the nursery.
- The nursery is bright, welcoming and stimulating. Children have access to a variety of resources, activities and experiences. They are keen to play, explore and learn.
- Staff are good teachers. They make use of what they know about children's learning to promote their individual development needs. As a result, children make good progress.
- Partnerships with parents are excellent. Information about children's care and learning is shared well. This helps to promote continuity between the setting and home.

### It is not yet outstanding because:

- Sometimes, the routines of the nursery disrupt children's exploration and play, particularly for the youngest children. Staff do not make the most of all opportunities to consistently promote children's learning at the highest level.
- The management team does not look carefully at the progress made by different groups of children. The systems to monitor children's progress are not yet highly effective to help staff promote the best possible outcomes for all children.
- The management team does not yet make the best use of the evaluation processes. They do not reflect closely enough on the quality of teaching and carefully consider ways to raise the standards to outstanding.

## What the setting needs to do to improve further

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

- review the routines of the setting, particularly for the youngest children, in order to help make the most of all opportunities to promote learning at the highest level
- enhance the monitoring systems to include looking at the progress made by different groups of children and use the information obtained from these to help promote the best possible outcomes for all children
- strengthen the evaluation processes and reflect closely on the quality of teaching to more carefully consider ways to raise the standards to outstanding.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff are enthusiastic and passionate about what they do. Most staff are well qualified. They meet with the management team regularly and benefit from opportunities to develop and build on their good quality practice. The arrangements for safeguarding are effective. The nursery is safe and secure. Managers and staff are able to recognise the signs and symptoms of child abuse and know how to report any concerns. This helps to keep children safe from harm. Managers and staff work closely with a range of professionals and other providers. They share information and practice guidance which have a positive impact on the outcomes for all children.

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

The management team and the nursery special educational needs coordinator have a good overview of the progress individual children make. This helps to ensure that no child falls behind. Staff plan and provide activities that help to promote children's good progress. For example, babies stack bricks, roll balls and use objects to make different sounds. Staff support them to explore and encourage them to begin to use a few single words. This helps to develop their communication skills. Toddlers delight in imaginative and creative experiences. They sing, play with dolls and spend time colouring. Staff encourage them to join in, play with others and share the resources. This helps to enhance their social skills.

### Personal development, behaviour and welfare are good

Children's emotional well-being is promoted. Staff are sensitive to children's individual care needs. Children have opportunities to learn about the wider world. Staff find out about children's home lives, languages and cultures. These are celebrated and promoted within the nursery. Children's physical well-being is promoted. Staff teach children about keeping themselves healthy and well. Children adopt good hygiene practices, such as washing their hands before meals. A range of nutritional snacks and meals is on offer. Staff talk to children and their families about the importance of eating well. Staff promote exercise. Children benefit from plenty of fresh air. They particularly enjoy using wheeled vehicles to negotiate the space available.

### Outcomes for children are good

Children acquire the key skills they need to move on to school. All children make good progress, including children who benefit from funded education. Disabled children, those with special educational needs and those with English as an additional language are progressing particularly well. Children are confident and independent. They make choices about what they like to do and begin to manage their own care needs. Pre-school children develop mathematical and literacy skills. They can sort objects into groups, count beyond 10 and recognise numbers. They can also draw, write and recognise letters. Children behave very well. They follow instructions and understand the clear rules and boundaries of the nursery. Children are motivated to learn and they are swiftly becoming successful learners who are well prepared for the changes ahead.

## Setting details

<b>Unique reference number</b>	EY475791
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	968565
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Angels Day Nursery Sutton Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 355 1076

Angels Day Nursery Sutton was registered in 2014. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two with Qualified Teacher Status. The manager holds a relevant qualification at level 5. The nursery opens from Monday to Friday, all year around. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports disabled children, those with special educational needs and those who speak English as an additional language.

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