

Angels Daycare

Catholic Church Hall, Exeter Road, Honiton, Devon, EX14 1AX



Inspection date

13 April 2016

Previous inspection date

17 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Teaching is good and, as a result, children are motivated to learn. Children's development is strongly promoted because staff know the individual needs of all children well. They use information from accurate observations to plan appropriate and challenging activities that are fun and engage children's interests. Children make good progress.
- A strong partnership with parents has a positive impact on children's well-being and learning. Staff work closely with parents to share information about their children's care and learning and to ensure that children's needs are met effectively.
- Staff are positive role models of good behaviour. They place a high priority on helping children to gain valuable social skills. Children learn to be respectful, share, take turns and use good manners. Staff praise children for their efforts and achievements and they develop good self-esteem.
- The managers are committed and enthusiastic. They evaluate the setting well and use clear action plans to drive improvement.

It is not yet outstanding because:

- Occasionally, group times are not fully organised to meet the needs of the younger children.
- Staff do not consistently make use of opportunities to extend children's interest in and understanding of the natural world.

What the setting needs to do to improve further

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

- review group activities to consistently provide a good level of support for younger children to further enable their learning
- develop children's interest and understanding of the natural world.

Inspection activities

- The inspector observed children's learning inside and outside.
- The inspector spoke with managers, staff and parents.
- The inspector reviewed documentation including policies, staff qualification certificates and children's learning records.
- The inspector carried out a joint observation with managers.
- The inspector reviewed the self-evaluation documents and action plans for the setting.

Inspector

Katherine Lamb

Inspection findings

Effectiveness of the leadership and management is good

Managers demonstrate a strong commitment to providing a good quality service for families. They are keen to embrace local initiatives to further enhance children's learning. They use self-evaluation and feedback from parents well to inform plans for further improvement. Safeguarding is effective. Staff are fully aware of their role and responsibility in keeping children safe. They know what action to take if they have concerns about a child. Managers identify staff training needs, for example, through peer observations. They monitor staff practice to ensure children receive good quality teaching to promote their good progress. Staff keep parents and professionals well informed about children's experience. Parents are involved well in children's learning.

Quality of teaching, learning and assessment is good

Staff monitor children's progress well and their next steps for learning are identified. Planning helps staff to identify where they can incorporate children's individual targets into the daily timetable. Staff engage children in a range of activities that successfully promotes their learning. Overall, monitoring of the progress that groups of children make has begun to aid staff in targeting areas where children's progress is not as rapid. Children show developing skills in mathematics, for example, as they compare weights using scales. They confidently learn to write their names on whiteboards at self-registration and enjoy listening and contributing to their favourite stories.

Personal development, behaviour and welfare are good

Staff are friendly, caring and attentive. They successfully promote children's good health as they provide positive messages about healthy eating and provide lots of opportunity for physical play. Children show good levels of confidence and independence, for instance, when they serve themselves snacks. All children enjoy regular opportunities to be active. Staff have attended training on promoting learning outdoors and have developed outdoor areas well to offer a wide range of interesting and challenging experiences for children. For example, children use tyres and planks of wood to build their own balance beams to develop their physical skills. Staff give children lots of praise and promote their emotional well-being effectively.

Outcomes for children are good

Children make good progress in their learning and development and are keen to take part in activities. They enjoy taking part in phonics activities outside where they confidently explore the sounds that letters make. Children play well together, negotiating as they build towers. Children develop the social and communication skills that they need to prepare them for the next stage in their learning, such as starting school.

Setting details

Unique reference number	EY446860
Local authority	Devon
Inspection number	1028124
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	45
Name of provider	Angels Daycare Ltd
Date of previous inspection	17 October 2012
Telephone number	07813002736

Angels Daycare registered in 2012. It operates from one main room in the Catholic Church Hall in Honiton, Devon. It is open all year round. From Monday to Thursday it is open from 8am to 4pm and on Friday it opens from 8am to 3pm. The setting is privately owned by two joint managers, who hold level 4 early years qualifications. There are four additional staff; two hold an early years qualification at level 3 and two hold a qualification at level 2. The setting receives funding for the provision of free early education for children aged two, three and four years.

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