

# Little Angels Day Nursery

Community Resource Centre, Red Lane, Coventry, West Midlands, CV6 5EE



## Inspection date

5 July 2016

Previous inspection date

15 January 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider is not meeting the learning and development requirements effectively to ensure that children make good progress. The monitoring of the educational programme is weak. As a result, children do not receive a good standard of teaching and learning opportunities.
- Staff's observations and assessments of children's learning are erratically completed, and contain very little accurate detail to identify children's next steps. Although planning takes place, the learning intentions are not reflected in the activities that staff provide.
- Arrangements for staff supervision are not effective in identifying and addressing weaknesses and variances in the quality of teaching.
- Self-evaluation is overly optimistic and does not accurately reflect the day-to-day practice.

### It has the following strengths

- Children spend time outdoors being physically active. They enjoy freshly prepared healthy foods at snack time. They are encouraged to make choices and serve their own foods from an early age.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

#### Due Date

- |  |            |
|--|------------|
| ■ implement effective arrangements for the supervision of staff, providing targeted support, coaching and training in order to improve interactions with children, consistently promote their interests and offer quality learning and development experiences that continually improve. | 16/09/2016 |
|--|------------|

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ develop knowledge and understanding of the learning and development requirements to ensure that the educational programme covers all areas of learning, and is implemented to provide a challenging and enjoyable experience for all children | 16/09/2016 |
| ■ undertake systematic observations of children's learning and assess their progress across all areas of learning, using the information to identify and plan their next steps  | 16/09/2016 |

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

- improve the self-evaluation systems, in order to identify further areas for ongoing development, devising an action plan to overcome weaknesses that have been identified.

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed activities with the manager and discussed teaching methods with her and the provider.
- The inspector held a meeting with the provider, manager and deputy. She looked at relevant documentation, such as the settings self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector discussed the improvements made since the last inspection.

## **Inspector**

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has not taken effective steps to address the actions relating to the learning and development requirements, raised at the last inspection. Monitoring of the educational programmes is not effective. The supervision arrangements do not support staff to improve their knowledge and skills, as well as raising the quality of teaching.

Consequently, this has a significant impact on children's progress. The arrangements for safeguarding are effective. A designated lead practitioner for safeguarding has been identified. She has worked with staff to reinforce their awareness of the signs and symptoms of abuse and neglect they may encounter. They are aware of how to raise concerns with the appropriate agencies. All staff's mobile phones are stored securely during the day, in line with the nursery safeguarding policy. The provider has appointed a named deputy manager and further staff changes are planned for next term. Staff ensure the environment is safe and secure, by carrying out daily risk assessments which are recorded and which cover aspects of safety within their rooms and the outdoor environment.

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

Despite the qualifications of some staff, the quality of teaching remains weak. The manager does not ensure that the planning for children's individual learning needs is appropriately targeted and implemented by staff. Observations lack detail and are not undertaken regularly enough to accurately assess children's progress and plan for next steps in their learning. Staff do not encourage children's language and communication skills or seize opportunities to build on the comments children make. Staff do not respond to or support children appropriately to enable them to gain key skills. For example, during the inspection, some children struggled to succeed when using scissors as they tried to cut out paper. They lost interest and left the activity as staff did not intervene to help. Staff have not identified this as an area to develop as part of setting children's next steps, demonstrating weaknesses in the assessment processes. During some activities, staff's teaching is repetitive and mundane, such as constantly focusing on referring to containers being full or empty during water play. Children then stop responding to the comments. At times, staff interrupt children's play and enjoyment, telling them when to move on to another activity. This does not promote children's developing levels of concentration or their ability to persist at a task.

### Personal development, behaviour and welfare require improvement

Staff now implement effective hygiene routines within the nursery, and children understand the need to wash their hands at appropriate times during the day. Changing routines for babies and young children are appropriate, and older children develop independence when using the bathroom. They enjoy a variety of nutritious foods at snack time. Staff talk to them about the foods they are eating and the positive effect on their health. Children spend time outdoors each day and are physically active. On the whole children behave well. Staff praise children appropriately, for example, when they tidy the toys away when asked. However, at times children lack engagement in the activities, such as circle time, when their attention is not maintained. Staff arrange a number of groups of

children in close proximity and noise levels increase as they each have a different task. This interrupts children's engagement and concentration. Children become aware of different cultural traditions and celebrations. They see positive images of diversity in society. Staff seek key words from parents where English is an additional language to support their communication.

### **Outcomes for children are inadequate**

Persistent weak teaching means that children do not make sufficient progress in preparation for future learning. Older, most-able children are not suitably challenged to support their learning. Children are not supported to develop key skills, such as their language and communication and literacy.

## Setting details

<b>Unique reference number</b>	EY280913
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1036633
<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 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	123
<b>Name of registered person</b>	Mohammed Shabir Sarwar
<b>Registered person unique reference number</b>	RP514370
<b>Date of previous inspection</b>	15 January 2016
<b>Telephone number</b>	02476581888 or 76637933

Little Angels Day Nursery was registered in 2004. The nursery operates from a purpose-built unit. The nursery is open Monday to Friday from 8am to 6pm term time only. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 14 members of childcare staff. The manager has an early years degree and all staff are qualified from level 2 upwards.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

