

## Inspection date

29 July 2016

Previous inspection date

23 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

- The managers have taken swift action to address the areas for development identified at the last inspection. They have responded positively to feedback and this has resulted in staff making sustained improvements to the provision.
- Teaching is good. Staff know children well and have a good understanding of how they learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Partnerships with parents are strong. Parents receive regular feedback and summaries about their child's progress and development. They are well supported to guide their child's learning at home.
- Children have developed excellent relationships with key staff who are responsible for them. Younger children are active learners and have the confidence to explore their environment.
- Staff are well deployed and are good role models for children. Children behave very well in the nursery. All staff work well together and use effective behaviour management strategies and clear guidance to manage any challenging behaviour.

### It is not yet outstanding because:

- The programme of professional development is not always highly targeted to ensure that any weaknesses in the quality of teaching are tackled promptly.
- Although managers use a system to monitor and track the overall progress that children are making, they have not yet found the most effective way to use this information to fully take account of the progress made by different groups of children.

## What the setting needs to do to improve further

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

- build on the programme of continuous professional development so that the quality of teaching is constantly improving
- enhance the methods for tracking children's overall progress to more precisely identify the progress made by different groups of children across the nursery.

### 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 completed a joint observation with the early years teacher.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector had a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of how to protect children and the procedures to follow if they have concerns regarding children's safety or welfare. The nursery is safe and secure. Staff are vigilant at all times and are fully aware that the safety of children is paramount. Managers carry out regular appraisals and supervision sessions with staff. They provide effective support for staff to access training and development which meets their individual needs and the needs of the nursery. The managers have established good working relationships with other professionals to ensure families receive any additional support they need to help their children progress. Parents are keen to share their opinions of the nursery and talk very highly of the quality of their children's care and learning.

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

Staff collect good quality information from parents to identify children's interests and capabilities when they first join the nursery. The majority of staff are well qualified and this has helped them to have a good understanding of how children learn. Staff know their key children well. They regularly observe children and have a good knowledge of their individual development and interests. They use this information well to plan activities that children enjoy. For example, younger children enjoy singing songs. Staff use simple actions to complement the songs for them to follow. Older children demonstrate their creative skills as they make sock puppets. They independently choose from a selection of materials to decorate their puppets. Staff demonstrate good interactions with children to support their communication and language skills well. Children become engrossed in listening to stories and staff introduce new words to extend their growing vocabulary.

### Personal development, behaviour and welfare are good

Children enjoy close and caring relationships with their key persons, who help them to feel settled and secure and, therefore, ready to learn. Staff take the time to settle children into the nursery and make sure that they meet their individual needs. They nurture children's confidence and build their self-esteem, for example, through meaningful praise. Children play and learn in a relaxed, welcoming and stimulating environment. They are confident, keen and enthusiastic learners who love to explore the wide range of activities available to them. Children play outdoors on a daily basis, where they enjoy fresh air and exercise and practise their physical skills. Regular trips into the local community, such as the farm, help children to understand about the world around them.

### Outcomes for children are good

All children enjoy their time in the nursery and make good progress from their starting points. This includes those children who have special educational needs or disability. Children develop good mathematical skills. Older children learn about size and measurement of ribbons while toddlers enjoy filling and pouring containers in the water tray. Children are learning the key skills to help prepare them for their next stage in learning. For example, children manage their own self-care routines and are able to follow clear instructions, such as during tidy-up time.

## Setting details

<b>Unique reference number</b>	EY418085
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1027976
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	91
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Little Angels Merseyside Ltd
<b>Registered person unique reference number</b>	RP530201
<b>Date of previous inspection</b>	23 October 2012
<b>Telephone number</b>	0151 678 9660

Little Angels was registered in 2011. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or 4. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery supports children who have special educational needs or disability.

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

