

Little Angels Day Care

St Edmundsbury Primary School, Grove Road, Bury St. Edmunds, Suffolk, IP33 3BJ



Inspection date

6 December 2016

Previous inspection date

Not applicable

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

- Teaching is good. Staff skilfully interact with children to extend and challenge their play and learning. All children are developing their communication and language skills well.
- The provider uses her experience and knowledge to evaluate the overall quality of the setting. She has high expectations of staff and guides them through good quality support and supervision so that outcomes for children continually improve.
- Staff establish strong and trusting partnerships with parents. They work closely with parents to support children's individual care, development and learning needs.
- Staff have strong relationships and they work well as a team. They are good role models to the children and are calm and sensitive towards their needs. This supports children to behave well and promotes their emotional well-being.
- Children are happy, confident and secure because staff build positive relationships with them. This helps children to settle well at the setting and to develop secure bonds with the adults caring for them.

It is not yet outstanding because:

- At times, routines have a negative impact on the ability of children to sustain their concentration during activities and benefit from uninterrupted play.
- Although the progress of individual children is carefully monitored, staff do not yet monitor the progress made by different groups of children, to confirm that all groups are supported as much as possible to make the best progress they can.

What the setting needs to do to improve further

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

- review routines to ensure that all children are fully supported in sustaining their concentration during activities
- embed the recently adopted monitoring systems to track the progress of groups of children even more effectively in order to fully identify any gaps and patterns in their learning and maximise their progress.

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 carried out a joint observation with the provider.
- The inspector took account of the views of children, their parents and staff spoken to on the day of inspection.
- The inspector sampled a range of records, including children's learning journal records, staff training certificates and staff suitability checks. She also discussed the setting's self-evaluation plan.

Inspector

J Hudson

Inspection findings

Effectiveness of the leadership and management is good

The provider has high expectations of staff and arrangements for supervision are good. Staff are passionate about their roles and are committed to continuing with their professional development. For example, they attend training, observe each other and share ideas for good practice. This helps to build on the already good quality of teaching. The arrangements for safeguarding are effective. Procedures are in place to check the suitability of staff. Staff are vigilant and know what to do if they have a concern about a child's welfare. Effective partnerships with parents and other professionals help to provide a consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of their key children and are confident to talk about their development. They make effective use of observations to plan activities to support the children's interests and individual next steps in learning. Staff use a range of teaching methods to enthuse the children. They provide a variety of experiences for children to choose from, both indoors and outside. Children develop confidence and are active learners. During activities, such as making play dough, children are encouraged to make their own choices. Staff ask questions that make children think and solve problems for themselves. Children's opinions are always valued. Children's language skills are actively supported through the rich vocabulary used by staff.

Personal development, behaviour and welfare are good

The environment is calm and welcoming. Staff show other adults and children respect and have a sensitive approach to managing children's behaviour. They encourage children to consider each other's needs and feelings. This contributes to the good behaviour of all children in the setting. Staff have high expectations of children. They encourage children to put on their own shoes and coats, and to help with small tasks, such as laying the table for lunch. This is one of the many ways that staff help to promote children's independence and prepare them for when they start school. Children benefit from plenty of fresh air and exercise and are offered healthy snacks and drinks. This helps to promote their physical health and well-being effectively. The key-person system is effective. Staff take time to get to know children and their families. The close working of the team and friendly approach of staff help parents to feel included in supporting children to settle into the setting.

Outcomes for children are good

Children benefit from a wealth of opportunities that support their all-round development. They make consistently good progress from their starting points. Children are curious and imaginative as they observe, explore and discover the range of opportunities available to them. They are confident, keen and resourceful learners who show a lively interest in new experiences. They are developing good independence and key skills, helping prepare them well for their next steps in learning and eventual move on to school.

Setting details

Unique reference number	EY497003
Local authority	Suffolk
Inspection number	1032361
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	0 - 5
Total number of places	38
Number of children on roll	35
Name of registered person	Little Angels Bury St Edmunds Limited
Registered person unique reference number	RP527853
Date of previous inspection	Not applicable
Telephone number	07590849449

Little Angels Day Care was registered in 2015 and is one of two settings owned and managed by Little Angels Bury St Edmunds Limited. It is based within the grounds of St Edmundsbury Primary School. The setting employs eight members of childcare staff. Of these, one holds an early years qualification at level 2, two at level 3, one at level 5 and one at level 6. One staff member holds qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm.

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