

<b>Inspection date</b>	12 December 2016
Previous inspection date	23 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Rigorous recruitment measures are in place to ensure that staff are suitable to work with children. Staff's practice is monitored through regular supervision sessions and mentoring meetings. Training needs are identified to help drive improvements.
- The manager monitors individual and groups of children well. Early gaps in learning are identified and addressed. Additional funding is used effectively to support the needs of individual children. For example, one-to-one sessions help to promote children's language development. Extra-curricular activities, such as swimming and music sessions, help to promote children's confidence and self-esteem.
- There is a strong focus on helping to promote children's speaking skills across the nursery. The well-qualified staff team consistently models language well. They repeat children's phrases to confirm they have been understood. Staff read stories with children and encourage them to join in. All children make good progress.
- Partnerships with parents and other professionals are very good. Staff engage parents in their children's development, including ways to help them to continue children's learning at home. Parents meet up regularly using the parent forum and information and knowledge is shared with them. They comment that they feel very well supported.
- Children learn about healthy lifestyles. They develop healthy practices as part of their daily routines. For example, staff sing songs to children as they wash their hands. This helps children to learn about the importance of using soap to remove germs, such as before they sit down to eat the nutritious meals provided.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children to count.

## What the setting needs to do to improve further

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

- enhance teaching skills and provide even more chances for children that further extend their good understanding of counting.

### 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 nursery's deputy manager.
- The inspector held a meeting with the nursery manager. 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 staff, children and some parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team have a strong knowledge of the procedures for safeguarding. All staff understand the signs that indicate where children's welfare may be at risk. The manager ensures that all staff follow strict policies and procedures. These include the safe use of mobile phones and cameras in the nursery and those regarding health matters. For example, key staff are trained in administering specific medication for those children on an individual health plan. They review risk assessments regularly with parents and check the medication being given is current and in date. Children who have allergies are supported well. All staff are made aware of individual needs and robust procedures are followed for food safety. The manager accurately identifies the nursery's strengths and sets clear targets for improvement. Staff, parents and children contribute to this process.

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

Staff are enthusiastic. They support children's learning well, including those who speak English as an additional language and those who require extra help. Observations of children's play are used well to help inform planning. Staff find out from parents what children's individual needs and interests are. They provide activities and experiences that children enjoy. Children post toy cars into the end of a piece of tubing. They tell staff that the car will shoot out really fast from the bottom of the tube. Staff extend children's learning further. They encourage children to think and solve simple problems. For instance, how fast and slow the toy cars will travel down the tube. This helps to promote children's thinking skills and their understanding of velocity. Staff consistently praise children who demonstrate pride in their achievements. Children are motivated to learn.

### Personal development, behaviour and welfare are good

Children are happy, settled and form close bonds with staff. They behave well and use good manners. Staff are good role models for behaviour. Children choose from the very good range of toys and resources. They serve their own meals and pour their own drinks independently. Staff use information about the various cultural backgrounds of children to create interesting displays. This helps to promote children to talk and learn about what makes them similar and different to others. Children visit the local community, such as the park across the road. This helps to promote their understanding of the wider world.

### Outcomes for children are good

All children make good progress, including children who have special educational needs or disabilities and children in receipt of funding. Young children make firm friends. They explore the environment together and use magnifying glasses in the garden to look closely at leaves fallen from trees. Babies confidently interact with visitors and are curious and inquisitive learners. They enjoy dressing up in costumes. Babies dance to music and applaud their own achievements. This helps to promote their self-esteem. Older children negotiate an obstacle course. They skilfully balance on beams and jump off crates with growing physical abilities. This helps them to understand and manage age-appropriate risks. All children develop the skills needed for future learning and school.

## Setting details

<b>Unique reference number</b>	EY349403
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1064968
<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>	74
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	G & P Sanderson Ltd
<b>Registered person unique reference number</b>	RP526842
<b>Date of previous inspection</b>	23 August 2013
<b>Telephone number</b>	01772 884050

Little Angels was registered in 2007. The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. Three members of childcare staff hold a childcare qualification at level 5, one holds qualified teacher status and one holds early years professional status. The nursery opens on Monday to Friday, from 7.30am to 6pm and all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children who have special educational needs or disabilities and children who speak English as an additional language.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
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