

# Little Angels Nursery School



416 Clock Face Road,, Clock Face, ST. HELENS, Merseyside, WA9 4QS

<b>Inspection date</b>	23 January 2017
Previous inspection date	Not applicable

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

- Leaders are passionate and have a clear vision for the future of the nursery. They actively consult with parents, children and staff to form demanding targets and action plans and drive improvement.
- Partnership working with parents and other professionals is well embedded in practice. Staff proactively liaise with others and make very good use of the information and strategies provided to support the development of all children.
- Staff interact very well with children. They regularly observe and accurately assess the development of each child. Staff make very good use of information gathered from parents and their own observations of children to provide interesting and stimulating learning experiences.
- Staff build strong relationships with children and their families during the settling-in process. They maintain good relationships as children move through the nursery and prepare for the eventual move to school.
- All children are making good progress in their learning, from their individual starting points. They are developing the skills and attitudes which prepare them well for their future learning.

### It is not yet outstanding because:

- Sometimes, staff do not make the most of opportunities to support children's developing communication skills during focused activities and routines.
- Staff working with younger children do not make the most of opportunities to help children understand why following hygiene routines is important.

## What the setting needs to do to improve further

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

- focus more sharply on how planned activities and routines are used to support children's developing communication skills
- make the most of opportunities to help younger children understand why following hygiene routines is important.

### Inspection activities

- The inspector spoke to parents and reviewed written feedback provided during the inspection to take account of their views.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector had a tour of the nursery.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of how to identify and report concerns regarding children's welfare or the conduct of an adult. Leaders have implemented robust recruitment and vetting procedures to verify the suitability of staff working at the nursery. Staff are alert to potential hazards within the environment and take appropriate action to minimise these. Parents provide extremely positive feedback about the care and learning experiences that children are provided with. Children feel safe, happy and listened to. They are eager to explain their favourite things about the nursery to visitors. Staff are very well supported through training and mentoring processes that enhance their existing skills. Leaders monitor the quality of practice well and the staff team holds a good range of qualifications.

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

Children enjoy imaginative play. They seek staff out as they prepare role play meals and staff join in, pretending to eat. Babies enjoy sensitive interactions with staff as they explore different materials, such as paint and sand. Toddlers develop their large-muscle skills in the well-resourced outdoor play area. Staff encourage children to follow their own interests and develop their own ideas. They promote children's thinking skills well and make good use of opportunities to support children's mathematical development. Children consider how best to make their tower of blocks balance, or what will happen when they add sand to the water tray. Staff enthusiastically join in with children's self-chosen play. This enhances children's motivation and enjoyment.

### Personal development, behaviour and welfare are good

Children benefit from well organised settling-in processes which help them form strong bonds with their key person. They show a clear understanding of the rules and routines of the nursery. Staff ensure routines are adapted based on the needs of individual and groups of children. Children are provided with healthy and freshly prepared meals which adhere to their individual dietary requirements. They enjoy regular exercise in the outdoor area. Children show a very good understanding of how to keep themselves safe. Older children know why they should not go into the nursery kitchen, for example. Staff provide a warm, welcoming and well-resourced learning environment. Children can access a wide variety of good quality resources independently. Children are encouraged to take turns and be patient. Staff make their expectations clear and children benefit from staff's effective use of praise.

### Outcomes for children are good

Children make good progress in their learning and development. They are developing self-confidence and a sense of belonging. Many confidently approach visitors to play or talk. Older children are competent in managing their own intimate care routines and putting on their coats for outdoor play. Children happily make choices in their play and demonstrate good levels of engagement and concentration. They have good relationships with their peers and begin to show an understanding of how to manage their own feelings and behaviour. These skills prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY493829
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	1030872
<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 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Little Angels (St Helens) Limited
<b>Registered person unique reference number</b>	RP534925
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01744819551

Little Angels Nursery School was registered in 2015. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round except for a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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