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|--------------------------|---------------|
| <b>Inspection date</b>   | 10 April 2017 |
| Previous inspection date | 9 April 2015  |

| <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

- The manager gathers the views of staff, parents and children to help her to identify and make improvements to increase opportunities for children. Recent changes to the garden have extended experiences for children to develop their physical skills.
- Staff replicate babies' home routines to help them to feel emotionally secure. They help them to develop their core strength. For example, they put babies on their tummy and provide them with resources to stimulate their senses.
- Children are confident and seek out staff to share their thoughts and ideas. Staff listen to children and respond appropriately to their questions. This helps children to feel valued and appreciated. Children make good progress in their learning.
- Staff work well with schools that children move on to. They invite teachers in to the nursery to speak with children. Staff talk to them about children's learning and their individual needs.

### It is not yet outstanding because:

- Staff do not consistently share information about children's achievements and levels of learning with other early years settings that children attend.
- Although staff share information daily with parents about activities children have taken part in at the nursery, they do not provide parents with enough information about how they can continue to support their children's good progress at home.

## What the setting needs to do to improve further

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

- develop methods of sharing information with all other early years settings that children attend to help complement children's learning experiences further
- provide parents with more information about how they can further support their children's learning and development at home.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of several parents' views through discussions and text messages.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The manager supports her staff well through appraisal meetings and daily discussions. Professional development opportunities help staff to progress in their roles. The manager gathers assessments of children's learning and monitors the progress made by groups of children. She discusses with staff how they can help their key children to continue to make good progress and to identify if early intervention is needed. Safeguarding is effective. Staff are kept up to date with changes in legislation. They are aware of their responsibility to keep children safe. Staff provide parents with regularly written summaries of their children's learning and development in the nursery. Parents comment positively about the friendly staff.

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

Staff know the different ways in which children learn. They observe children as they play, and they use assessments to give them a secure understanding of children's levels of learning and what they need to learn next. Staff help children to develop their mathematical skills. They ask children what number comes after 'five' as children use numbers in their play. Staff ask children to recognise the varied sizes of plastic eggs as they try to open them to see what is inside. Children flourish and enjoy exploring their surroundings. Staff support children who speak English as an additional language well. For example, they use key words in their home language to develop their understanding. Staff provide opportunities for children to learn about their own and others' cultures.

### Personal development, behaviour and welfare are good

Children are aware of boundaries and how to keep themselves safe in the nursery. 'Golden rules' are displayed and explained to children regularly to reinforce positive behaviour. Children behave well and play well together. They help staff to plant and grow flowers in the garden. Staff talk to children about what plants need to grow, which helps children learn about growth and decay over time. Staff provide children with a range of healthy foods. Children choose what they would like to eat from the range of different fruits offered. Staff sit with children and talk to them about their interests. This helps to promote children's social skills. Staff ensure that children receive daily physical exercise in the well-equipped garden. They promote children's independence.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. Older children enjoy using craft resources to decorate eggs to use for an Easter egg hunt. They develop their writing skills as they write numbers and letters on their eggs. Children play with electronic toys and learn how to obtain information through technology. They learn key skills in preparation for their move on to school.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY407136  |
| <b>Local authority</b>                           | North Lincolnshire                                  |
| <b>Inspection number</b>                         | 1094240   |
| <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 |
| <b>Age range of children</b>                     | 0 - 11  |
| <b>Total number of places</b>                    | 23  |
| <b>Number of children on roll</b>                | 40  |
| <b>Name of registered person</b>                 | Melanie Glentworth                                  |
| <b>Registered person unique reference number</b> | RP909514  |
| <b>Date of previous inspection</b>               | 9 April 2015  |
| <b>Telephone number</b>                          | 01652 656 927                                       |

Little Angels registered in 2010. The nursery employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds a qualification at level 2, and the manager has early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged two, three and four years.

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