

## Inspection date

25 April 2017

Previous inspection date

23 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 management team works very well together and shares a passion for the service provided. They have high aspirations and a positive vision for the future of the nursery.
- Staff have established exceptionally good working partnerships with parents. The strong relationships that the management have with the families are clearly evident at times of arrival and departure.
- Staff make regular assessments of children to help them plan the next steps in learning for all children. These are made available to parents, such as online, which contributes to the excellent continuity of learning between nursery and home.
- Children behave well. Staff set a very good example for children to follow. They use positive praise and encouragement for good behaviour. Staff support children to look after the environment and to be caring towards others.
- The management has robust processes for the recruitment of new staff. Suitability checks are completed to ensure that all adults are safe to care for children.

### It is not yet outstanding because:

- Staff professional development is not focused fully on raising the quality of teaching to an even higher level.
- At times, staff in the pre-school room do not give children enough opportunities to make independent choices, such as in their play.

## What the setting needs to do to improve further

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

- sharpen the focus on staff professional development in order to raise the good quality teaching to the next level
- provide more opportunities for children in the pre-school room to be independent and make choices about what they want to play with.

### 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 deputy manager.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a secure understanding of the possible signs that may raise cause for concern. They know what to do should they be concerned about a child's welfare. The management has high expectations for all children. They monitor and track children's progress and use additional funding well to help to close any gaps in attainment. The provider takes account of the views of children, staff and parents to plan further improvements for the nursery. There are good links with other providers where children attend. This contributes to continuity of their care and learning. Parents comment that their children have made good progress and praise the staff for supporting them with teaching and learning at home. Parents also add, 'There is something special about this place, they go above and beyond'.

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

Staff are well qualified and experienced. They promote children's learning well. On occasions, outstanding teaching practice is achieved, particularly in the Tweenie room. Staff communicate well with children and use questions to support them to think further. For instance, pre-school children are encouraged to think what might happen next in a science experiment to create snakes using icing sugar and live flames monitored by staff. Toddlers develop their hand-to-eye coordination well, for example, as they play in coloured rice. They use spoons and funnels to pick up the rice and fill bottles. Staff cater well for children who have special educational needs and/or disabilities. They adopt different strategies and adapt activities to ensure that children can be involved.

### Personal development, behaviour and welfare are good

Children quickly establish good relationships with their key person. This helps children, including those who have special educational needs and/or disabilities, to feel emotionally secure. Overall, staff help children to be increasingly independent in their personal care from an early age. Toddlers put on their coats and with minimal support from the staff they manage their own zips. Children spend time playing outdoors where they learn to develop their physical skills climbing, sliding and riding wheeled toys. Staff embrace children's individual cultures and diversity. They invite families to share their differences, such as sharing a music lesson with the children in their home language.

### Outcomes for children are good

Children, including those in receipt of additional funding and those who have special educational needs and/or disabilities, make good progress in their learning. Older children have a good knowledge of mathematics and literacy. They instantly know that two and five makes seven, and recognise their name begins with the same letter as the month. They gain the necessary skills needed in readiness for school and their future learning.

## Setting details

<b>Unique reference number</b>	EY424578
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1094739
<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>	64
<b>Number of children on roll</b>	133
<b>Name of registered person</b>	Kirstie Johnston
<b>Registered person unique reference number</b>	RP902952
<b>Date of previous inspection</b>	23 January 2015
<b>Telephone number</b>	01522 705678

Angels Childcare registered in 2011. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It follows the High Scope educational philosophy method of teaching.

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