

# Little Angels Day Nursery

Community Resource Centre, Red Lane, Coventry, West Midlands, CV6 5EE



## Inspection date

28 September 2017

Previous inspection date

11 January 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Although leaders and managers have taken steps to improve procedures for monitoring staff practice since the last inspection, they have not fully addressed all issues raised. Procedures are not wholly effective in providing some staff with the coaching and training they need to fully understand how to promote children's skills and interests.
- While teaching has improved since the last inspection, some staff practice is not good enough to ignite children's curiosity and support them in developing their own ideas. Teaching in the pre-school room is often too rigid. Children are not encouraged to initiate their own play and explore different textures and materials freely.
- Self-evaluation is not robust enough to identify all areas where improvement is needed.

### It has the following strengths

- Since her appointment, the manager has developed robust procedures for staff recruitment, induction and the ongoing suitability of staff.
- Children build close bonds with their key person and relationships between all staff and children are good.
- Staff work effectively with other professionals to ensure that children who have special educational needs and/or disabilities receive the additional support that they need. Staff promote the use of wide ranging home languages while supporting children who are learning English as an additional language.
- Records, policies and procedures required for the safe management of the provision are well maintained and implemented.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure all staff are provided with the guidance, coaching and training required so they have a good understanding of how to fully promote all children's skills and plan in accordance with their interests	30/11/2017
■ improve the quality of teaching across the whole staff team and ensure all children have opportunities to initiate their own play, explore, investigate and develop their own ideas.	30/11/2017

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

- make better use of ongoing self-evaluation to identify areas where improvement is needed.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She conducted a joint observation with the manager.
- The inspector discussed teaching methods with the provider and the manager of the provision.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff are aware of their responsibilities to protect children from harm and the local procedures to follow if they are concerned about a child. They are aware of the duty to prevent children from being drawn into situations that may put them at risk of significant harm. The premises are safe and secure. The manager has worked with representatives of the local authority to address issues raised at the last inspection. However, support and coaching for staff is not yet fully robust. Not all staff have a good enough understanding of how to address all aspects of their role effectively. Parents share very positive comments about the service provided.

### **Quality of teaching, learning and assessment requires improvement**

Staff practice is variable across the setting. Staff observe children, assess their different stages of development and lead activities that help children reach the next stage in their learning. However, pre-school staff do not plan in accordance with children's interests. They set out activities, such as sand, water, dough and writing materials. However, these are uninspiring and children's interest in them is brief. They do not encourage children to lead their own learning. Nevertheless, children are happy and settled. Staff promote young children's emerging speaking skills well. Toddlers notice the marks they make in a mixture of cornflour and water. They recognise 'big' and 'little' marks. However, when they draw with wax crayons, these young children find it difficult to restrict their movements to the small pieces of paper that staff provide. Staff support pre-school children's interest in stories and the children enjoy joining in with repeated refrains.

### **Personal development, behaviour and welfare are good**

Despite some weaknesses in teaching and learning, children's personal, social and emotional development is good. Staff promote children's self-esteem effectively and children behave well. They learn to consider others, share and take turns. Staff promote children's good health well. Children are physically active every day. They develop confidence and good physical skills, for example, while playing outside on large play equipment. Children eat healthy snacks and meals. Staff effectively support children's learning about families and traditions beyond their own experiences.

### **Outcomes for children require improvement**

Children reach typical levels of development and older children gain basic skills to prepare them for school. However, they are not making the best possible progress as teaching is not consistently good. Children learn to manage their self-care needs independently. Pre-school children's pencil control is developing well. They are learning the link between sounds and letters. Babies explore their senses with a variety of toys and natural objects. Toddlers are beginning to engage in imaginative role play.

## Setting details

<b>Unique reference number</b>	EY280913
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1082873
<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>	60
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Mohammed Shabir Sarwar
<b>Registered person unique reference number</b>	RP514370
<b>Date of previous inspection</b>	11 January 2017
<b>Telephone number</b>	02476581888 or 76637933

Little Angels Day Nursery registered in 2004. The nursery employs 10 members of childcare staff and all hold appropriate early years qualifications. The manager is qualified at level 5, two staff hold qualifications at level 4, six at level 3 and one is qualified at level 2. The nursery is open Monday to Friday from 8am to 6pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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