

Little Angels Day Nursery & Pre-School

217 Blackstock Road, London, N5 2LL



Inspection date

6 February 2018

Previous inspection date

16 June 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make at least good progress in their learning relative to their starting points. Targeted support for older children's mathematics and literacy is superb. Some children make better than expected progress in gaining these skills in readiness for school.
- Teaching in the 'yellow room' for toddlers and children under the age of two years focuses well on supporting children's exploration through their senses and their attention. Children concentrate for extended periods on activities.
- Staff working with babies are extremely alert to babies' physical and emotional needs and tailor their care superbly to suit. Children receive very good continuity in their experiences when they move between rooms, as key persons work very well together.
- Well-established partnerships with parents involve them successfully in their children's learning and development. Parents are extremely complimentary about the care their children receive in the nursery and they express their delight at the detailed information staff provide for them, electronically and verbally.

It is not yet outstanding because:

- The provider does not ensure that the new assessment and tracking system contains consistently accurate information to monitor children's progress more effectively, particularly different groups of learners, to help target improvements more specifically.
- Although, overall, activities challenge children well, teaching does not consistently focus on helping children achieve their identified next steps as well as they could.

What the setting needs to do to improve further

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

- embed further the assessment and tracking systems to obtain a more precise analysis of the impact of teaching and any intervention needed for different groups of children
- strengthen information sharing among staff around all children's identified next steps and how activities may support children to achieve these to help them make the best progress they can.

Inspection activities

- The inspector observed children and their interactions with staff.
- The inspector viewed a sample of documents, including children's learning records and staff recruitment records.
- The inspector carried out a joint observation with the manager and explored arrangements for reviewing staff performance.
- The inspector took account of the written and spoken views of staff, parents and children.
- The inspector held discussions with the manager and owner at appropriate times.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure staff update their safeguarding knowledge and have a secure understanding of child protection procedures. Managers and leaders are ambitious and have significant plans for staff development. Self-evaluation involves the use of quality improvement tools, which has led to good improvements in the learning environment for children. Staff benefit from observations of their practice, supervisory meetings and training opportunities. This has a positive impact on the quality of service they provide overall. The managers oversee some assessment to ensure they address gaps in individual children's learning. The expert special educational needs coordinator ensures effective partnership working with parents and other professionals involved in supporting children's needs.

Quality of teaching, learning and assessment is good

The high level of qualification of some staff reflects very well in some examples of outstanding teaching. For instance, staff sensitively observe individual toddlers' responses to differing textures of objects to extend their involvement. All staff are warm and enthusiastic in their interactions with children. They talk to children about what they are doing, supporting their ideas and communication well. Staff provide good opportunities for children to be creative and imaginative. For example, younger children enjoy dressing up as scientists and mixing ingredients using scientific apparatus, such as test tubes. Younger children learn new words, such as 'flour', as they participate in baking. Children have opportunities to learn French and Spanish. They enjoy music sessions. Staff make good use of opportunities in children's spontaneous play to help them gain early mathematical and literacy skills. For example, as older children explore drawing on the computer, staff help them learn the names of shapes.

Personal development, behaviour and welfare are outstanding

Children play in a highly stimulating environment, which meets their individual needs extremely well. Staff very skilfully help children develop very secure independence skills. For instance, they learn how to tidy away and help themselves to snack from a young age. Staff very effectively help children learn about healthy lifestyles through nutritious meals, daily physical exercise and highly effective hygiene practices. Staff praise children highly for their efforts and achievements. They teach children very sensitively to consider each other as they play. Babies receive very positive and responsive care that meets their particular needs very well, especially when they fall asleep.

Outcomes for children are good

Children gain an understanding of how to keep themselves safe. For example, under close supervision they use a knife to cut fruit. All children, including those who have special educational needs (SEN) and/or disabilities, are active learners. Children are extremely self-assured and develop the essential skills for the next stage in their learning. All children have fun and thoroughly enjoy their time in the setting.

Setting details

Unique reference number	131707
Local authority	Islington
Inspection number	1089439
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	72
Number of children on roll	85
Name of registered person	Little Angels Day Nursery & Pre-Prep School Highbury Limited
Registered person unique reference number	RP906083
Date of previous inspection	16 June 2015
Telephone number	020 7354-5070

Little Angels Day Nursery & Pre-School opened in 1991 and registered at the current premises in 1998. It operates in the London Borough of Islington. The nursery is open each weekday from 8am to 6.30pm for 49 weeks a year. The nursery provides free early education for three- and four-year-old children. Of the 28 staff employed to work with the children, 25 hold suitable childcare qualifications at level 2 or above. This includes six members of staff who hold qualifications at level 6 or above.

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