

Little Angels Day Nursery

Winnington Hall, Winnington, Northwich, Cheshire, CW8 4DU



Inspection date

Previous inspection date

24 April 2018

7 May 2014

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 manager and staff are proactive in ensuring they work with other professionals and swiftly obtain the help children require so that they make good progress in their development and keep them safe and healthy.
- Children's communication and literacy skills are developing very well. Staff use many opportunities to extend children's vocabulary. Pre-school children confidently name a wide range of two- and three-dimensional shapes. They use a wide range of descriptive words and confidently identify letters and the sounds they represent.
- The manager and her team regularly observe what children can do. They use this knowledge to successfully track children's progress and plan activities which provide appropriate levels of challenge to support children to make good progress.
- Children of all ages are very well behaved and kind to their friends. Toddlers work cooperatively and pre-school children listen carefully to what others say.
- The staff create a happy and calm atmosphere that supports children to have confidence to join in with the wide variety of activities. Babies develop close bonds with their key person, and staff help older children prepare for their transition on to school.

It is not yet outstanding because:

- Current arrangements for staff development do not focus strongly enough on raising the already good standard of teaching to an even higher level in all group rooms.
- Staff do not consistently provide children with activities to help them develop their understanding of the natural world.

What the setting needs to do to improve further

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

- increase opportunities for staff working with younger children to enhance their ongoing professional development to raise the quality of teaching even higher
- enhance opportunities for children to develop their knowledge of the natural world even further.

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 two joint observations 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 spoke to a number of parents during the inspection and took account of their views.

Inspector
Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of what would constitute a safeguarding concern and what procedures to follow. They are encouraged to undertake training and further their qualifications. For example, pre-school staff have undertaken courses on developing mathematical skills in boys. The manager observes staff's teaching and reviews their assessment of children's progress. Parents describe themselves as extremely happy and that communication with staff is brilliant. They feel well informed and supported to help their children's learning at home, through for example, the updated online learning record, noticeboards outside the group rooms and newsletters. Staff work closely with parents to implement any changes required for children with special educational needs and/or disabilities and those with complex food allergies. Staff work with other providers and the local schools to exchange information about children's abilities to effectively plan for children moving between provisions.

Quality of teaching, learning and assessment is good

The quality of interactions between staff and children is good. Staff adapt activities based on the children's abilities so that they are appropriately challenged. For example, children who quickly complete toddler room jigsaws are provided with more complex ones which start to also introduce letters. Staff are also not afraid to take a step back where children have not mastered a skill. For example, when pre-school children find it difficult to hold a pencil, staff organise activities which strengthen their finger muscles. Staff in all group rooms introduce children to stories and songs and they read books in an animated way. Pre-school staff give children an opportunity to finish sentences, discuss the content of the story and use pictures to work out what is happening. Named table mats at mealtimes for pre-school children, help to reinforce their recognition of their names and the letters in their friends names.

Personal development, behaviour and welfare are good

Meals are freshly prepared. Children develop a healthy attitude to food, and children with allergies have food that is safe for them, but similar to the food other children eat. The toddlers and pre-school children come together for meals in the dining room. This helps to build familiarity and confidence between toddlers and pre-school staff, as part of the transition process between the two rooms. Children are kind and caring, for example, pre-school children find a staff member to alert them that their friend has bumped his nose and hurt himself.

Outcomes for children are good

Children are confident, engaged in their learning and making good progress. They are very well settled, understand routines and cooperatively make the most of the activities provided which are based on their interests. Most children are working comfortably within the range of development typical for their age and some are exceeding expectations. Children develop their independence as they set the cutlery ready for lunchtime.

Setting details

Unique reference number	EY292915
Local authority	Cheshire West and Chester
Inspection number	1101975
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 - 11
Total number of places	51
Number of children on roll	54
Name of registered person	Little Angels (Cheshire) Ltd
Registered person unique reference number	RP902377
Date of previous inspection	7 May 2014
Telephone number	01606 872101

Little Angels Day Nursery registered in 2004. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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