

Little Angels Nursery

St Aidans Church Hall, Crompton Way, BOLTON, Lancashire, BL1 8UP



Inspection date

11 June 2018

Previous inspection date

3 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 leadership team provides good supervision and coaching to staff. Staff complete training appropriate for their role. This has led to improvements in the quality of teaching and learning across the nursery.
- The individual needs of children who have special educational needs (SEN) and/or disabilities are identified quickly. The special educational needs coordinator (SENCo) has made strong links with external agencies such as speech therapists and health visitors. This leads to a coordinated approach to children's learning.
- Staff have a clear understanding of their responsibilities to ensure the safety and well-being of children in their care. Staff are vigilant about completing and adhering to the effective risk assessments. For example, the premises are secure at all times.
- Standards of behaviour are good. Children learn that their views and opinions, and those of others, should be valued and respected. For example, pre-school children have voted on how they should celebrate their 'graduation' at the end of the academic year.
- Partnerships with parents are strong. Parents' involvement in the curriculum is encouraged, such as when teaching children about different cultures.

It is not yet outstanding because:

- Although children are developing good literacy skills overall, some of the reading activities for the most able children in the pre-school room do not provide sufficient challenge.
- Managers have identified a gap in the development of speech and language of toddlers and have started to address this. However, they have not yet implemented measures to improve language development in the baby room.

What the setting needs to do to improve further

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

- maximise opportunities for children in the baby room to develop their speech and language skills
- further extend the opportunities available for pre-school children, particularly the most able, to develop their early reading skills.

Inspection activities

- The inspector toured the nursery and observed children during play, both indoors and outdoors.
- The inspector carried out a joint observation of teaching practice with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with staff and managers about safeguarding, their key children and planning of learning activities.
- The inspector reviewed a wide range of documentation, including the nursery policies, staff files and records of children's progress.

Inspector

Joanne Wildman

Inspection findings

Effectiveness of the leadership and management is good

The management team has worked effectively to address weaknesses identified at the previous inspection. The highly qualified manager has high expectations of the staff and coaches them in good practice. Managers have a good overview of the progress that different groups of children make. For example, managers have identified that some toddlers have a slight delay in their speech development. Any delays are identified quickly through accurate assessments and promptly acted upon. Consequently, any gaps in speech and language for toddlers close quickly and external support is obtained for those who require it. Safeguarding is effective. Staff are able to identify potential signs of abuse and refer these to the appropriate agency in a timely manner. Parents feel well informed about their children's development through regular communication with their children's key person and managers.

Quality of teaching, learning and assessment is good

The quality of teaching, learning and assessment is good. Staff make observations frequently, accurately assess children's development and plan effectively for their next steps in learning. As a result of recent training, staff are now more confident in promoting children's mathematical development. For example, pre-school children explore shapes and counting with interest using a home-made geoboard. This activity also helps to promote the fine motor skills required for early writing. The skilled staff team sparks toddlers' interest in books. For example, toddlers sit and enthusiastically explore their ideas about the pictures in books, facilitated by a staff member. Pre-school children take part in focussed phonic activities, which children enjoy. However, some activities do not provide sufficient challenge for the most able children in the pre-school room.

Personal development, behaviour and welfare are good

Children attending the nursery are happy and well behaved. This is in part because the keyperson system has worked well in building relationships between staff, parents and children. Settling-in and transitional arrangements for children entering the nursery or moving between rooms has greatly improved. This had led to children being confident in their new surroundings and getting the most out of the learning experiences on offer. The nursery is resourced well. This effectively promotes children's learning and development in all areas. For example, pre-school children independently manoeuvre tyres around the outdoor play area, helping to promote their physical skills. Babies' self-care and independence skills are developing well. They are encouraged to 'have a go' at feeding themselves with spoons, which they do with increasing confidence.

Outcomes for children are good

Babies' sensory skills are developing well. They delight in exploring different coloured paint with their hands and stamps. However, babies have fewer opportunities to develop their communication and language skills. Despite this, all children make good progress from their starting points. Pre-school children develop their early mathematical skills as they fill and empty different sized containers and wheelbarrows with water. This helps to prepare them for the next stage in their learning, including their move to school.

Setting details

Unique reference number	EY366742
Local authority	Bolton
Inspection number	1122659
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	56
Number of children on roll	93
Name of registered person	Karen Jackson
Registered person unique reference number	RP513816
Date of previous inspection	3 January 2018
Telephone number	01204 306228

Little Angels Nursery was registered in 2007 and is privately owned. It is situated in the Bolton area of Lancashire. The nursery employs 20 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one at level 5, 10 at level 3 and four at level 2. The manager is a qualified early years teacher. The nursery opens from Monday to Friday all year round, except for one week in May and for two weeks in August. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides out-of-school care for older children.

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