

# Marble Hall Little Angels Day Nursery

Connect Derby, Marble Hall, 80 Nightingale Road, Derby DE24 8BF



<b>Inspection date</b>	5 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

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

- The quality of teaching is variable. Staff do not provide consistently good-quality support during children's self-initiated play.
- The management team has not thoroughly evaluated the quality of teaching to identify weaknesses in practice and provide appropriate support to help staff to improve.

### It has the following strengths

- Safeguarding children is given the highest priority. The management team is passionate, committed and extremely well organised to ensure that every child is safe and well cared for.
- The management team has an excellent understanding of the community it serves and has built professional partnerships with other agencies to meet children's needs.
- Staff thoroughly identify individual support needs for children who have special educational needs and/or disabilities. For example, they create their own resources that incorporate the child's interests to promote their learning.
- Parents and carers cannot speak highly enough of the nursery staff. They enthuse about the individual support their children receive, particularly children who have special educational needs and/or disabilities. They describe how staff go above and beyond their duty to support and guide them while their child is at the nursery and also after their child has left the nursery.
- Managers give careful consideration to the use of additional funding to help children with delays in their development to catch up.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve interactions during free play to consistently guide children's learning and help them to make the best possible progress.	05/04/2019

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

- strengthen the supervision of staff to thoroughly evaluate their teaching and identify what they need to improve upon to offer quality learning and development experiences for children.

### 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 completed joint observations with the manager.
- The inspector held a meeting with the manager and director. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector discussed the procedures for evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and took account of their views.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of leadership and management requires improvement

Systems to evaluate the performance of staff and evaluate their teaching are not robust enough. Following recent staff changes, the management team has not yet firmly identified where staff need to improve their teaching practice. Previously good rates of progress of children's development, and the manager's evaluation of teaching during the inspection, show that the management team has the capacity to improve. The arrangements for safeguarding are effective. The procedures for managing child protection concerns and liaising with children's services are excellent. Resources are very effectively coordinated to ensure that information sharing is prioritised, continual and promotes the welfare of all children. Managers thoroughly check the suitability of all adults working in the nursery.

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

Staff do not interact well enough with children during their self-initiated play. Staff often allow themselves to be disrupted and do not provide a deeper level of engagement to help children make good or better progress. However, staff do demonstrate that they can observe children's learning and make accurate assessments of their stage of development. They set appropriate targets for children to achieve. Staff working with the younger children help them to develop their vocabulary, including focused support for children who speak English as an additional language. Children listen as staff repeat a familiar phrase and then attempt to copy this. Older children enjoy exploring which objects attract to magnets. Staff prompt them to predict and then test this out.

### Personal development, behaviour and welfare are good

Staff skilfully provide a safe and nurturing environment where children quickly develop confidence and independence and demonstrate that they feel comfortable and secure. Both playrooms and the outdoor area are well organised and resourced. Staff engage with parents and carers in a positive and supportive way. They develop trusting relationships that enable them to ensure children's needs are met. Staff provide very good guidance and support to enable parents and carers to guide children's learning and care at home. Staff also provide very good support to help children to settle. They carefully consider when children are ready to move on to the next age group, according to their stage of development. All staff are very positive with children and very good role models. Staff working with the younger children provide good support to help them to understand the expectations. For example, a member of staff is very skilful and sensitive in encouraging children to wash their hands ready for snack.

### Outcomes for children require improvement

Weaknesses in teaching mean that children are not being supported to make consistently good progress in their learning. Children sometimes wander around the environment and do not engage in activities for longer periods of time. Nevertheless, children do develop some of the skills they need for their future learning. They are confident to make their needs known. They can pour their own drinks and are learning how to use cutlery. They use their imagination in the sandpit as they pretend to make food.

## Setting details

<b>Unique reference number</b>	EY544417
<b>Local authority</b>	Derby
<b>Inspection number</b>	10079021
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Little Angels Playschool C.I.C
<b>Registered person unique reference number</b>	RP533242
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07711118454

Marble Hall Little Angels Day Nursery registered in 2017. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including one at level 5. The nursery opens from 8am to 4pm, Monday to Friday, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

