

# Learning Angels

City College Nottingham, Carlton Road, Nottingham NG3 2NR



<b>Inspection date</b>	14 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Staff do not have a good enough knowledge of safeguarding matters to identify any issues relating to the 'Prevent' duty. They do not understand the associated procedures to follow to protect children from harm and promote their welfare. This lack of knowledge, together with weaknesses in teaching and learning, have a significant impact on children's well-being and personal development.
- The manager does not ensure the arrangements for recording staff and children's attendance are robust. Consequently, not all times of arrival and departure are recorded to ensure the safe management of the nursery.
- Observation and assessment systems are not used effectively to monitor children's development. Staff do not plan interesting and challenging activities that are closely linked to children's next steps in learning. This hinders the learning and progress children make.
- Staff do not consistently involve themselves in children's play or build on children's communication and language skills. They do not provide stimulating activities or ensure resources are well presented to support children's learning.
- Staff do not consistently engage with parents to ensure an ongoing two-way flow of information is shared. They do not provide parents with enough relevant information about how they can support and continue their children's individual learning at home.
- The manager does not implement effective arrangements for supervising, monitoring and coaching staff. Therefore weaknesses in the quality of teaching have not been identified to help improve staff's skills and outcomes for children.
- Children struggle to concentrate and become deeply involved in their learning. They lack motivation due to the poor play provision and limited positive staff interaction.

### It has the following strengths

- Children develop an understanding of healthy lifestyles. They eat a range of healthy foods and follow good personal hygiene practices.

## 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 staff knowledge of the 'Prevent' duty guidance for England and Wales 2015, to protect children who may be at risk of extremist ideas and behaviour	31/01/2019
ensure a clear daily record is kept of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person	31/01/2019
ensure that staff observe and assess children's learning accurately, to consistently identify where children are in their development and plan precisely for the next steps in their individual learning	31/01/2019
ensure staff guide children's learning and development through positive interaction and that they respond to each child's emerging needs and interests	31/01/2019
review and improve the organisation and use of activities and equipment to meet the needs of children	31/01/2019
work closely with all parents to encourage them to contribute more information about their children's learning and to help them to further support their children's progress at home	31/01/2019
implement effective supervision and coaching to support staff in their ongoing professional development, to promote consistently good teaching and learning, particularly with regard to providing more support for children's communication skills.	31/01/2019

### Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- 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. She completed a joint observation 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 small number of parents during the inspection and took account of their views.

**Inspector**  
Tina Garner

## Inspection findings

### Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. Staff do not have a clear understanding of wider safeguarding issues. They do not recognise all signs that indicate a child may be at risk of harm. Registers of children's attendance are not consistently maintained. They do not clearly show when and who were present during any specific day. These breaches of legal requirements compromise children's welfare. The manager does not accurately identify weaknesses in staff's skills and so does not help them to improve the quality of their teaching. Consequently, children are not supported to make good progress in their learning. The manager fails to ensure robust assessment and planning procedures to ensure that children make progress from the outset. Although most members of staff hold early years qualifications, this has a limited positive impact on the quality of teaching. Staff do not encourage all parents to engage in contributing to assessments of their children's care and development. This also hinders the continuity of learning at home. The manager monitors some aspects of the provision. However, the systems used for checking and reviewing what is working and what needs improvement are not rigorous enough to identify clear priorities.

### Quality of teaching, learning and assessment is inadequate

Poor teaching and assessment have a negative impact on children's learning and development. Staff fail to accurately measure children's progress. They have a limited understanding of how to support young children's learning and development. The range of activities and experiences provided for children lack challenge. For example, painting activities are overly directed by adults and resources presented to children are incomplete and have pieces missing. Staff fail to build on babies' interests and extend their learning. They, generally, pay attention to more vocal children, leaving some children to play alone without much adult interaction. Children with English as an additional language are not given enough help to build on their early language skills. Children develop physical skills as they take part in a range of sensory activities, such as playing with water and play dough.

### Personal development, behaviour and welfare are inadequate

Staff do not ensure children's welfare is promoted. Weaknesses in teaching mean children do not engage deeply in their learning. Staff do not maintain and organise the play areas effectively. This prevents children from becoming engrossed and absorbed in play activities. Children are not able to play with posting boxes set out on the floor as staff do not set out shapes to post into them. Consequently, children are not confident about their learning. Staff supervise children appropriately. They promote children's good health by implementing appropriate routines for hygiene. Safe and suitable nappy changing procedures are followed. Staff give gentle prompts to remind children to behave well. They meet children's emotional needs. Staff offer comfort to children who are tired or upset. Children enjoy playing outdoors. They practise their balance and coordination skills using low level climbing equipment.

### Outcomes for children are inadequate

Children do not make good enough progress due to weak teaching practice. Some

children are working below the typical range of development for their age, particularly in their speaking, understanding and listening skills. Staff do not place enough focus on supporting these children to help them catch up with their peers. Consequently, not all children are prepared with the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY554661
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10091893
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	City College Nottingham
<b>Registered person unique reference number</b>	RP554660
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0115 9101451

Learning Angels registered in 2018. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level three and one holds a level two. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. 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.

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