

Little Angels Day Nursery

264 Washwood Heath Road, BIRMINGHAM B8 2XS



Inspection date

7 February 2019

Previous inspection date

10 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- There have been recent staff changes. The provider's guidance, coaching and monitoring procedures are not having a positive enough impact to ensure that the quality of teaching is good across the whole team.
- Some staff do not support children in 'having a go' at simple tasks or in independently exploring textures and materials and finding things out for themselves.
- Some staff are not consistent in their management of children's behaviour. They do not routinely help children to understand that some behaviours are unacceptable and the possible consequences of their behaviour on themselves and others.

It has the following strengths

- Parents share very positive opinions about the service provided. Parents of children with special educational needs talk positively about the support they and their children receive. They say that the provider, who is also the manager, is extremely supportive with regard to helping their children move on to school.
- The provider ensures that all staff are fully aware of their responsibilities to protect children from abuse and neglect. They know the internal and the local referral procedures to follow if they have a concern about a child.
- The relationships between staff and children are positive. Children are happy and settled. A gradual settling-in procedure is agreed with parents and this helps children to feel emotionally secure when care begins.

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
develop guidance, coaching and training for staff to ensure that all staff members' teaching practice is consistently good and effectively promotes every child's learning	31/03/2019
ensure that all staff support children in exploring and investigating, developing their own ideas, 'having a go' and finding things out for themselves, in accordance with their different stages of development	31/03/2019
ensure that children's behaviour is consistently managed in a suitable manner to enable all children to understand that some behaviours are unacceptable and the possible consequences of their behaviour on themselves and others.	31/03/2019

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- One of the inspectors conducted joint observations with the deputy manager of the provision and discussed teaching methods with her and the provider.
- One of the inspectors held meetings with the provider. She looked at relevant documentation, including policies, procedures and evidence of the suitability and qualifications of staff.
- The inspectors spoke with staff and children throughout the inspection.
- The inspector took account of parents' views.

Inspectors

Jan Burnet
Hayley Lapworth

Inspection findings

Effectiveness of leadership and management requires improvement

The provider monitors practice in order to identify strengths and areas for improvement. A high percentage of staff are new to the team and procedures for recruitment, selection, staff suitability and induction are robust in ensuring that staff are fully aware of their safeguarding responsibilities. However, supervision of staff is not effective enough in ensuring that the overall quality of teaching is good. Arrangements for safeguarding are effective. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. Child protection information is displayed around the nursery and the provider reviews the safeguarding policy to ensure that it is up to date in line with the local referral procedures. Staff-to-child ratios meet requirements and staff are deployed appropriately. The premises are secure. Staff are aware of potential risks and minimise these appropriately. The provider reviews accident records and uses her findings, as well as feedback from staff, to make any necessary adjustments to the displayed risk assessments. Parents say that they are kept well informed about their children's progress, and about recent changes to staff.

Quality of teaching, learning and assessment requires improvement

Staff assess children's level of development using their own observations and information obtained from parents. They make decisions about the next steps in children's learning. However, teaching is variable. For example, staff do not consistently extend children's thinking and speaking skills. On occasions, they ask young children questions and then do not give them enough time to think and then respond. That said, staff engage in conversation and support older children well in sharing their views about the benefits and effects of exercise on their bodies. After a period of running and jumping, staff talk with children about their hearts beating faster and why they need to drink water. Some staff do not adopt clear strategies for supporting children in leading their own learning and exploring textures and materials for themselves.

Personal development, behaviour and welfare require improvement

Each child's key person builds a close relationship with them and works with parents to meet their child's care needs. Staff praise children's positive behaviour, helping to boost their self-esteem. However, some staff are not consistent in helping children to understand why some behaviour is not appropriate. Staff promote children's good health. Children eat healthy meals and snacks, and staff provide opportunities for them to be physically active every day. Children are able to independently manage simple tasks for themselves, but this is not consistently supported by all staff.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, they do not make as much progress as they can because teaching is not consistently good. Children have access to a wide range of toys, and a good variety of these help them to develop their handling skills. Older children count and understand quantities greater than 10. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn how to climb up and down the stairs safely. Children separate happily from their parents. They build friendships with their peers.

Setting details

Unique reference number	EY463614
Local authority	Birmingham
Inspection number	10093881
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	120
Number of children on roll	73
Name of registered person	Sanchia Enterprises Ltd
Registered person unique reference number	RP532667
Date of previous inspection	10 February 2017
Telephone number	0121 328 5354

Little Angels Day Nursery registered in 2013. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two are qualified at level 2. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 8am 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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