

# Little Angels Nursery & Preschool

9 Orchard Street, Weston Super Mare, North Somerset BS23 1RG



## Inspection date

21 February 2019

Previous inspection date

11 May 2018

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

- Staff do not manage children's behaviour consistently. They are not consistent in their expectations to fully support children's understanding of right and wrong.
- The quality of teaching is variable. Staff do not make effective use of all activities and their interactions to help children make good progress in their communication and language development.
- Staff do not organise the beginning of the day effectively to encourage children to engage in purposeful play and activities.
- Staff do not plan all activities effectively. Some activities are not well resourced, which, at times, restricts children's ability to explore and use their imagination and does not encourage good behaviour.

### It has the following strengths

- Staff undertake professional development opportunities to improve some aspects of children's learning outcomes. For example, staff use ideas from recent training to better support children with special educational needs and/or disabilities.
- The management team and staff work well in partnership with parents. For example, they have reorganised the entrance to the building, where they provide more information, to encourage parents' involvement and support children's learning at home.

## 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
ensure that staff manage children's behaviour consistently, to help them understand how to behave and support their personal, social and emotional development further	11/03/2019
improve the quality of teaching and staff's interactions, to support children's communication and language development consistently.	11/03/2019

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

- organise the beginning of the day more effectively to encourage children's engagement in purposeful play
- improve the planning of activities, to give children better opportunities to explore, use their imagination and encourage good behaviour.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, the owner and the business manager. She spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's learning records and safeguarding procedures.

### Inspector

Michelle Heimsoth

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The management team and staff have a good understanding of their role and responsibilities to keep children safe. They know the correct action to take when they have a concern and have recently introduced better systems to ensure that staff follow safeguarding concerns through. The management team use self-evaluation to identify and address some areas for development. However, this is not fully effective to ensure that they successfully identify the inconsistencies in staff teaching skills and the quality of planned activities. Staff do not provide children with good opportunities for learning at the beginning of the day. There are very few activities set out, chairs are stacked at the side of the room and children are not engaged in purposeful play.

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

Staff observe children in their play and monitor and assess their development. However, they do not consistently make good use of the activities and their interactions with children to support good progress and behaviour. For example, there are not enough resources for all children to enjoy some activities, so staff focus their time sorting out squabbles rather than playing alongside them. This means that staff miss opportunities to encourage children's communication and language development to extend their learning further and children do not behave well. However, some staff engage older children well in games, introducing the names of water-dwelling insects. They support children's mathematical development successfully. They count insects' legs and use rulers to measure and compare the sizes of towers they build with bricks and shaving foam.

### Personal development, behaviour and welfare require improvement

Staff give the children praise and encouragement as they play. They say 'good job' as they work well together to move a train onto the track. However, staff are not consistent in managing children's behaviour. For example, sometimes staff talk to the children about sharing resources and taking turns. At other times, staff do not talk to the children about their expectations or correct them when they do something they should not do, such as snatch a toy. This does not support children's personal, social and emotional development effectively. Children enjoy the opportunity for physical exercise and benefit from fresh air. They play on the slide, roll a ball to one another along a drainpipe and pretend to make food in the mud kitchen.

### Outcomes for children require improvement

Overall, most children gain some of the skills they need for their future learning and school. They develop good independence as they manage tasks for themselves, such as pouring drinks and making choices. Although most children make expected progress for their age, not all children achieve as much as possible in their communication and language. In addition, children do not receive consistent support to develop their understanding of turn taking and sharing.

## Setting details

<b>Unique reference number</b>	EY497651
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10096165
<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>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Lambert, Kayleigh
<b>Registered person unique reference number</b>	RP908657
<b>Date of previous inspection</b>	11 May 2018
<b>Telephone number</b>	01934414759

Little Angels Nursery & Preschool registered in 2016 and is based in Weston-super-Mare, North Somerset. The nursery operates from 8am to 6pm throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. There are 11 members of staff. One member of staff is qualified at level 5. The others hold qualifications at level 2 and 3. There are two apprentices working towards a level 3 qualification.

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