

Little Angels Nursery

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



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| Inspection date | 7 June 2019 |
| Previous inspection date | 11 June 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 | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This is a provision that requires improvement

- Managers do not always promote children's well-being as well as possible. They do not maintain accurate records of children's attendance as legally required.
- On occasion, staff do not give children enough time to think and respond to questions.

It has the following strengths

- Partnerships with parents are strong. Staff invite children for visits before they join and ask parents for detailed information about their child's needs. This contributes to staff providing good support for children from the outset. They share regular updates with parents to ensure they are well informed.
- Strong links with other specialist professionals help to build a collaborative approach to support children's individual needs.
- Staff provide children with a wide range of enjoyable activities. They interact well with children and plan good experiences to enhance their learning. All children make good progress from their starting points, including those who receive additional funding.
- Rigorous recruitment procedures ensure that staff are fully checked and suitable to work with children.
- Children's behaviour is good. Staff encourage children to discuss their feelings and show kindness and consideration to others. Children fully understand how they are expected to behave in the setting.
- Staff support children to learn how to care for themselves. They ensure older children are able to use the toilet independently. Younger children are given regular nappy changes and effective systems are in place to record these.
- Transitions between rooms are managed effectively. Children have regular short visits to the new room to help them feel settled and confident when they make the move.

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 |
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| improve record keeping to include an accurate record of the names of the children being cared for on the premises and their hours of attendance. | 05/07/2019 |

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

- give children more time to respond to questions, and promote their thinking and speaking skills.

Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke to staff and children and held meetings with the manager.

Inspector
Linda Shore

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They are aware of the procedures to follow should they have concerns about a child's welfare. Staff ensure the premises are secure and daily safety checks are completed. The managers have effective arrangements in place for self-evaluation and the performance management of staff. Regular supervision meetings focus on safeguarding and the quality of teaching. Staff are offered training to support their individual roles. For example, staff in the baby room have recently completed training specific to the care of babies. The manager monitors the progress of individual children and groups of children. Any accidents or incidents are recorded and shared with parents. The manager ensures that children are well supervised and adult-to-child ratios are met. However, she does not ensure that staff keep an accurate record of the times children are present in the nursery.

Quality of teaching, learning and assessment is good

Staff are good teachers. They make good use of new skills acquired during recent training to support children's ongoing learning. For example, staff use this knowledge to enhance the learning environment and teaching to improve children's mathematical development. They constantly observe and assess children's learning and have a good understanding of their interests and current stage of development. The recently introduced planning system focuses sharply on children's individual needs and interests. This all helps them to plan activities that challenge and engage children in learning. Toddlers enjoy water play where they bathe their doll, gently washing their hair based on their own experiences. Staff support children's communication and language skills using clear speech. They join in with children's imaginative role play, encouraging them to voice their ideas.

Personal development, behaviour and welfare require improvement

Due to weaknesses in record keeping, children's welfare is not fully protected. The key-person system successfully promotes children's development and well-being. Children show they feel safe and build warm relationships with staff. Children are provided with a good range of healthy snacks, such as fruit and milk. Staff implement their healthy eating policy and provide guidance for parents to help them ensure they pack nutritious foods in children's lunch boxes. Children learn good hygiene routines as they wash their hands before eating and enjoy daily outdoor play. This all contributes to children's understanding of how to lead a healthy lifestyle.

Outcomes for children are good

Children are well prepared for school and gain key skills to support their future learning. For example, older children demonstrate their growing confidence as they talk to the group about their plans for the weekend. Babies are curious learners and enjoy exploring the environment. Toddlers use their developing mathematical skills as they learn to count through songs and rhymes.

Setting details

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| Unique reference number | EY366742 |
| Local authority | Bolton |
| Inspection number | 10107291 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 11 |
| Total number of places | 65 |
| Number of children on roll | 86 |
| Name of registered person | Jackson, Karen |
| Registered person unique reference number | RP513816 |
| Date of previous inspection | 11 June 2018 |
| Telephone number | 01204 306228 |

Little Angels Nursery registered in 2007. It is situated in the Bolton area of Lancashire. The nursery employs 13 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, six at level 3 and two at level 2. The manager holds early years teacher status. The nursery opens from Monday to Friday all year round, except for one week in May and 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.

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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