

Learning Angels

City College Nottingham, Carlton Road, Nottingham NG3 2NR



Inspection date	9 July 2019
Previous inspection date	14 January 2019

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
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

- Leaders have not taken appropriate action to address weaknesses identified during the last inspection.
- The manager does not know the correct safeguarding procedures to follow to protect children should an allegation of abuse be made against a member of staff.
- Records relating to the safe recruitment of staff, and their qualifications, are not all available for inspection. Leaders do not share the information used to assess staff suitability with their manager. The manager does not ensure that checks are completed to confirm that staff are suitable to work with children.
- The manager does not ensure that accurate attendance records are maintained for the safety of children.
- The manager does not support staff to ensure that they provide children with high-quality learning experiences. As a result, there are significant weaknesses in staff interactions with children and the quality of their teaching.
- Staff do not complete assessments of what children know and can do. They are unable to identify appropriate next steps for children or whether there are gaps in their learning. Children are not making good enough progress. Staff do not ensure that resources and activities are organised to offer sufficient challenge for children.
- Staff do not provide children who speak English as an additional language with sufficient opportunities to learn and reach a good standard of English.
- The manager does not complete the required progress check for children between the ages of two and three years old.
- Staff do not support parents to extend their children's learning at home. Staff do not share relevant information about children with other professionals working with them or with other childcare settings that children attend.

It has the following strengths

- Children are aware of the routines of the day and follow staff instructions well. For example, children know they need to line up before they go outside to play.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure a record of information about staff qualifications and the identity checks and vetting processes that have been completed (including the Disclosure and Barring Service (DBS) check, the date a check was obtained and details of who obtained it), is maintained	25/07/2019
ensure an enhanced DBS check is completed in respect of every person aged 16 years and over who works directly with children	25/07/2019
ensure that records are easily accessible and available for inspection	25/07/2019
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 name of each child's key person	25/07/2019
implement effective supervision and coaching to support staff in their ongoing professional development, to improve the quality of teaching. This is with particular regard to improving staff interactions with children and providing more support for children's communication skills	25/07/2019
review and improve the organisation and use of activities and equipment to meet the needs of children	25/07/2019
gain a correct understanding of the procedure to follow should any concerns be raised against an individual working with children	25/07/2019
share information with other professionals working with children to help ensure the needs of all children are met.	25/07/2019

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

	Due date
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	25/07/2019
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	25/07/2019

provide opportunities for children who speak English as an additional language to develop their communication skills in English	25/07/2019
complete a progress check when children are aged between two and three years to review children's progress	25/07/2019
ensure that when children attend other childcare provisions, information is shared regarding children's development	25/07/2019
ensure that assessments of children's progress in their learning and development are accurate, and use this information to plan for their next steps and to target any gaps in their learning.	25/07/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector spoke with staff and children during the inspection. She completed a joint observation of an activity 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 parents during the inspection and took account of their views.

Inspector
Christy Dave

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager does not have a clear understanding of the correct safeguarding procedures she must follow to protect children should any concerns be raised about the conduct of a member of staff. Staff do not maintain an accurate register of children's attendance. Records do not show the time children leave the premises. The manager does not carry out one-to-one meetings with staff. This means that weaknesses in teaching are not identified or addressed. Leaders do not share information about the recruitment checks completed for new staff with their manager. As a result, the manager does not know if checks have been completed, or whether checks contain information of concern about a member of staff's suitability to work with children. Therefore, important information about staff suitability is not known by the person who is responsible for staffing arrangements. Leaders do not maintain records regarding the safe recruitment of staff. For example, there is no evidence available to confirm that references have been sought from previous employers, or that employment histories are considered prior to appointment. Leaders do not ensure that all records required for the safe management of the setting are accessible during inspection. The manager does not have arrangements in place to encourage parents to support their children's learning at home. She does not work with other professionals to share information about children to support their well-being. The manager does not support children's learning by sharing information with the other childcare settings about what children can do or the next steps in their learning. The manager has started to consider which aspects of the setting require further development. For example, she has recently split up rooms with different age groups of children and identified training for staff. However, the impact of these changes is not yet known.

Quality of teaching, learning and assessment is inadequate

The majority of staff caring for children have childcare qualifications, but they are not accurately assessing what children can do and what they need to learn next. The quality of teaching is weak. Staff do not support children to develop their communication and language skills. For example, staff in the baby room do not interact well with children. They do not talk to the children frequently enough or model good use of language. Children are not supported to develop their literacy and mathematical skills. For example, staff do not give older children the opportunity to write their own name. Staff do not provide opportunities for children to develop key skills. For example, bicycles are not suitable for the ages of children using them and do not support children's physical development. Children who speak English as an additional language are not given enough help to build on early language skills in their play. For example, children are spoken to in their home language and therefore not given the opportunity to develop a good standard of English. The manager does not complete a check on children's progress when they are aged two. Consequently, children who may need additional support are not identified, and relevant information about their development is not shared with their parents or carers.

Personal development, behaviour and welfare are inadequate

Staff do not ensure the welfare of children. There are many breaches of the

requirements that are intended to ensure their safety and well-being. The environment in which children are cared for is not stimulating as resources and activities lack organisation and thought. For example, pages in books are torn, and children using play dough do not have any utensils with which to explore and experiment with it. Staff do not know their key children well enough. For example, one member of staff thought their key child was three years old when he was in fact four and a half years old. Staff provide children with healthy snacks such as fruit. Children develop a positive sense of themselves as staff praise them for their achievements, and they are confident to approach and engage visitors in conversation.

Outcomes for children are inadequate

Children make poor progress in their development overall due to the weaknesses in teaching practice. Some children are making progress, but this is not secure enough to allow them to catch up. Staff do not identify gaps in children's learning. This means that children are not being prepared with the key skills that they need for their future learning.

Setting details

Unique reference number	EY554661
Local authority	Nottingham
Inspection number	10093408
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	0 - 4
Total number of places	100
Number of children on roll	30
Name of registered person	City College Nottingham
Registered person unique reference number	RP554660
Date of previous inspection	14 January 2019
Telephone number	0115 9101451

Learning Angels registered in 2018. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three hold qualifications at level 2. 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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