

Inspection of Little Angels Mead Vale

8-10 Nightingale Court, Worle, Weston Super Mare, North Somerset BS22 8SX

Inspection date:

4 November 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Not all children are happy and safe at the nursery. Leaders and managers do not ensure that staff understand their roles and responsibilities regarding how they supervise children and deploy themselves to ensure children remain safe. For example, children cannot always play and learn safely due to a high level of behavioural incidents where children have caused injury to each other, which have gone unseen by staff. Most older children behave well and show concern for others. However, staff do not help children in the two-year-olds' room understand behavioural expectations and boundaries so they learn to play cooperatively. When children tip a tray of rice and oats on the floor, staff say 'never mind' and do not help children understand the impact of their actions or encourage them to help tidy it up.

There are significant staff changes at the nursery, and staff are not secure in their roles and responsibilities. These changes, alongside some staff's weak knowledge of children's next steps and ineffective implementation of training, have led to poor learning outcomes for children. Staff do not have high enough expectations. Consequently, they do not prepare children well for their next steps in learning. Children do not receive consistently positive interactions from staff or have opportunities to use available resources, such as visual timelines, 'now and next' boards and sign language, to extend and challenge their learning consistently. In particular, this does not support children's early communication and language skills and the opportunities for them to develop their own ideas and thinking.

What does the early years setting do well and what does it need to do better?

- Not all staff have a good knowledge of children's next steps or how to challenge children's learning so that they make good progress from their starting points. Staff's interactions are poor and they do not help children to concentrate on chosen activities or to play nicely with others. For example, staff do not step in and continue a group activity when the person leading the group answers the door and talks to a parent. This leaves children unmotivated. Some staff also stand to one side while children play outside and do not participate in their play to support their ideas and curiosity.
- Staff do not support children, including those with special educational needs and/or disabilities, effectively to develop strong communication and language skills. For example, during a planned activity, staff do not explain the intention, repeat sentences spoken by children correctly or question their understanding. Staff reading children stories do not capture children's attention or make the experience enjoyable and interactive. For example, staff do not ask questions about what young children can see in the pictures or encourage them to make the sounds of the animals. Instead they introduce words such as 'guava' without

any explanation or comparison to fruits they may know, which does not support young children's understanding effectively.

- Staff do not pitch group times effectively to engage all children. They do not consider children's different ages and stages of development. Younger children become disinterested and reach for alternative toys, and staff have to interrupt the older children's learning to manage behaviour. Although older children are beginning to recognise the names for shapes, and are praised for this, younger children are not. Staff do not support their learning effectively, for example, by showing them different shapes so they can link the name with the object.
- There are a high number of un-witnessed injuries and behavioural incidents. Staff do not supervise children well enough, and leaders do not ensure staff deployment is effective in reducing these occurrences. Despite training, staff do not help children to manage their feelings and resolve conflicts independently. Leaders do not ensure staff use consistent strategies to manage behaviour and help children's understanding, to prepare them for their next stage in learning.
- Staff do not help children to assess risk to themselves and others, such as swinging a long plank of wood, balancing a scooter on a raised plank or paddling in the water tray without wellies. Staff do not help children resolve conflicts, for instance to take turns to sail the boat along the guttering. This does not prepare children successfully for their next steps in learning and eventual move to school.
- Staff work in partnership with parents and other early years settings to meet children's individual care needs. They provide children with healthy snacks and meals, which meet their individual dietary requirements. Staff offer children drinks regularly. Children learn hygienic practices. They know to wash their hands before they eat. Staff follow hygiene procedures well, for instance, when they change nappies routinely throughout the day.
- Leaders and managers have evaluated the environment and made some improvements to make the play space inviting. For example, staff provide a good range of resources to entice children to play. However, leaders and managers have failed to monitor the effectiveness of staff's interactions and the quality of teaching to make the best use of the resources.

Safeguarding

The arrangements for safeguarding are not effective.

Although the leader follows sound systems to recruit new staff, she does not fully consider their ongoing suitability to fulfil their role successfully. When issues arise regarding staff's suitability, she does not consider the impact of her decisions on children's welfare, which has the potential to put children at risk of harm. She has not understood her responsibility to inform Ofsted of changes to the manager, or appointed a capable and qualified deputy to take charge in the manager's absence. Leaders, managers and staff have a good understanding of the possible signs of abuse and are familiar with the procedure to follow should they have a concern about a child or a member of staff. They provide a secure environment and ensure the safe collection of children by known and authorised adults.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure full consideration is given to staff's ongoing suitability and the implications of any changes in circumstance on the welfare of children	29/11/2019
ensure there are clear and effective arrangements for staff's development, to help them understand their roles and responsibilities with regard to supervising children within the nursery so that they are deployed effectively to keep children safe from harm	29/11/2019
raise the quality of teaching and interactions to ensure children receive good support to extend their learning, particularly in their communication and language skills and the development of their own ideas	29/11/2019
ensure all staff have a good knowledge of children's next steps in learning, and use this information effectively to engage and challenge children in experiences to help them reach the best outcomes possible	29/11/2019
review the organisation of group activities to enable all children to be engaged in their learning according to their age and stage of development	29/11/2019
ensure all staff implement effective strategies to support children to manage their feelings and understand behavioural expectations and boundaries in preparation for school	29/11/2019

appoint a named deputy who is capable and qualified to take charge in the manager's absence.	29/11/2019
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Setting details

Unique reference number	2496383
Local authority	North Somerset
Inspection number	10129787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	56
Number of children on roll	32
Name of registered person	Lambert, Kayleigh
Registered person unique reference number	RP908657
Telephone number	07496655386
Date of previous inspection	Not applicable

Information about this early years setting

Little Angels Mead Vale registered in 2018 and is situated in Weston-super-Mare, North Somerset. The nursery operates daily throughout the year from 8am until 6pm. It is in receipt of free early education funding for children aged three and four years. The owner employs nine members of staff, including one who holds qualified teacher status, one who holds an early years qualification at level 5, three who hold early years qualifications at level 3, and four who hold early years qualifications at level 2.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The manager took the inspector on a learning walk of the setting, to discuss the environment and how activities are planned to meet children's needs.
- The inspector observed the interactions of staff as children aged two to four years old played inside and outside.
- A leadership meeting was held with the provider and the manager.
- The manager conducted a joint observation with the inspector and discussed professional development.
- The inspector spoke with parents, children and staff at convenient times throughout the inspection.
- The inspector sampled documentation, including staff's suitability checks, the daily register, accident and incident records.
- The inspection was carried out following Ofsted's risk assessment process.

We carried out this inspection 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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