

Inspection of Angels Daycare

Catholic Church Hall, Exeter Road, Honiton, Devon EX14 1AX

Inspection date: 27 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff are caring and nurturing in this welcoming nursery. As a result, children are happy and settled. Staff know the children well and provide a stimulating learning environment. Children benefit from a broad range of resources that cover all areas of learning. Staff identify children's individual next steps in learning and plan activities that support these. Children make good progress at this inclusive setting. Managers and staff support children with special education needs and/or disabilities (SEND) extremely well. For instance, they have established partnerships with other professionals which help them to plan activities that meet children's specific needs.

Children benefit from lots of activities that support their physical development. They enjoy healthy foods at snack time and spend time outside in the fresh air. For example, children and staff thoroughly enjoy taking part in pancake races outside. Children have developed strong bonds with their key person and demonstrate that they feel emotionally secure. Children behave well and are kind and caring in their interactions with each other. Staff are good role models and teach children about positive behaviour. For example, they use visual aids, such as sand timers, to help children develop an understanding of the need to take turns and share.

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

- Managers are committed to improving the nursery. They are ambitious and use self-evaluation successfully to identify the strengths and areas of development. Managers have a good knowledge of their community and network with other early years settings in the area, which helps them to improve practice.
- Children are beginning to use mathematics purposefully in everyday situations. For instance, at snack time, staff encourage children to keep a tally of how many children would like apple, pear or cucumber. They then confidently count out the fruits onto the plates for their friends. Staff encourage children to count in daily activities. For example, staff encourage the children to count the number of children in the group and check together if this matches the number of children on the register.
- Managers and staff have established strong links with relevant agencies. Staff work closely with other professionals, including speech and language therapists. They identify where children need early help quickly. Children, including those with SEND, receive targeted support to help them to reach their full potential.
- There is a strong emphasis on promoting children's communication and language skills. For example, staff use strategies including animated facial expressions, gesturing, visual prompts and sign language to support children well. This helps children, including those who speak English as an additional language, to communicate.
- Staff place a strong emphasis on promoting children's independence and self-

care skills. For example, children learn to put on their own hats and coats, and they learn to fasten their zips independently. Staff teach children good hygiene habits that help to promote their good health. For example, staff support children to care for their teeth and learn about dental hygiene. Children are encouraged to wash their hands while staff motivate them by happily singing the handwashing song.

- Children are confident and behave well. Staff act as positive role models and provide children with clear boundaries. This ensures that children know what is expected of them.
- Managers and staff are experienced and work closely together. For instance, staff attend team meetings to plan and discuss children's individual needs. However, there are limited opportunities for managers to provide guidance, coaching and training outside of the annual appraisal meeting.
- Parents speak very highly of staff. They express how happy they are with their children's care. Staff have daily discussions with parents and share information about their child's day. In addition, parents are invited to parents' meetings and are encouraged to view their child's learning journal. However, not all parents gain a clear understanding of the specific progress their child is making or how they could extend learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibility to safeguard children and demonstrate a secure knowledge of local safeguarding procedures. Staff know the procedures to follow should they have any concerns about a child or if an allegation is made against a member of staff. All staff have undergone safeguarding training to update their knowledge. Staff are vigilant in minimising risks to children so that the environment supports children to play safely. For example, staff use warning signs to show that the floor is wet and talk to the children about the risks. This helps to promote children's safety and well-being.

What does the setting need to do to improve?

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

- strengthen the arrangements for staff supervision, support and training, to help ensure all training needs are promptly identified and to raise the quality of teaching to a consistently high level
- provide parents with more specific information about their children's progress to further enable them to support their child's learning at home.

Setting details

Unique reference number	EY446860
Local authority	Devon
Inspection number	10075176
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	2 to 5
Total number of places	26
Number of children on roll	25
Name of registered person	Angels Daycare Ltd
Registered person unique reference number	RP531619
Telephone number	07813002736
Date of previous inspection	13 April 2016

Information about this early years setting

Angels Daycare registered in 2012. It operates from one main room in the Catholic Church Hall, located in Honiton, Devon. The nursery is in receipt of funding for the provision of free early education for children aged, two, three and four years. The nursery is open Monday 8am to 3pm and Tuesday to Friday 9am to 3pm, during school term time only. The nursery is privately owned by two joint managers, who hold level 4 early years qualifications. There is one additional staff member who has an early years qualification at level 3.

Information about this inspection

Inspector

Corinna Laing

Inspection activities

- The manager carried out a learning walk around the nursery with the inspector to explain how the early years provision and curriculum are organised.
- The inspector spoke with the managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching and interaction during activities indoors and outdoors, and assessed the impact teaching has on learning and development.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's development records.
- A leadership and management meeting between the inspector and the managers was held to assess how the nursery is run.

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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