

# Inspection of Angels by Day Ltd

Hillside House, Hillside, off Derby Road, Lenton, Nottingham NG7 2DZ

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Inspection date: 21 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed into a vibrant, exciting environment. They have access to a well-equipped outdoor area. Children learn to take safe risks on the climbing wall and play hide-and-seek in the hiding spaces in the garden. They have recently planted wildflowers in the gardens. Children learn about growth and decay over the seasons, as they observe the flowers grow and wilt.

Children demonstrate they are happy and safe when they attend this setting. Toddlers listen with great intent to a story. They point at the pictures and show excitement when the practitioner changes their voice to mimic characters. Older children are engrossed as they learn about different heights and lengths. They work hard to line up all the wooden blocks in order of size and shape to create a wave.

Children behave well and practitioners have high expectations for all children. They show respect for one another as they play with their friends, take turns and share toys. During group time, children put up their hands and wait until they are chosen to answer questions. Children support and listen to one another while completing a jigsaw puzzle. They discuss which piece goes where, as they build on their problem-solving skills.

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

- Babies have many opportunities to explore with their senses. They happily explore the water tray. Babies are intrigued and curious as they find slices of lemons and oranges. They fill utensils such as cups and spoons with water. Practitioners use words such as 'full', 'gone' and 'fruit' to support language development.
- Children make good progress in their learning. Practitioners gather information from parents about what children know and can already do. They identify any gaps in learning and plan activities to support children's development in all areas of learning. Practitioners share observations of children's achievements with parents.
- Managers have made improvements to the garden following their last inspection. They have added a water wall for children to explore the properties of water. Children pour water in and watch it funnel through the drainpipes and collect in a bucket at the bottom. This helps to develop children's hand-eye coordination and promote their physical development.
- Practitioners form good bonds with children and are positive role models. They offer praise and encourage children to acknowledge their achievements. For example, when children have worked hard they say 'one, two, three, well done me', and practitioners encourage children to pat themselves on the back.

However, although parents share information with practitioners about the routines that babies follow at home, practitioners do not make best use of this information when caring for them.

- The setting offers extracurricular activities such as French, dance and forest school sessions for the children to enjoy. Practitioners plan exciting and educational outings to build upon what children already know and widen their experiences. For instance, some children experience going to the theatre for the first time. They travel by public transport into the city centre to watch shows such as 'The Gruffalo' and 'Oi frog'. Children draw pictures of their experiences, display these on the wall and discuss them with their parents and practitioners.
- Children eat a range of healthy meals and snacks, which are freshly prepared by the nursery cook. During sociable mealtimes, older children serve their own food, which promotes a culture of independence. However, the procedures for serving food to younger children are not consistently followed by practitioners.
- Practitioners have robust procedures in place so that children are safe when they attend the nursery. They make sure that doors and gates are locked to prevent unwanted visitors. Parents access the nursery via a secure fingerprint entry system. Parents, visitors and practitioners are asked not to use mobile phones in the setting.
- Managers place high value on the well-being and mental health of practitioners. Practitioners are very happy in their roles and this creates a positive atmosphere in the nursery. Children actively seek out practitioners, engage them in play and are keen to share their experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Practitioners understand their roles and responsibilities to keep children safe. They know the signs and symptoms of abuse and the procedures they would follow if they had concerns about a child's welfare. Managers attend regular training and termly safeguarding updates to keep their knowledge up to date. They follow safer recruitment processes to ensure that the practitioners they employ are suitable for their roles. Practitioners hold appropriate first-aid qualifications and understand how to respond appropriately to any accidents. They record accidents that happen on and off site to help keep children safe.

## What does the setting need to do to improve?

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

- make better use of the information that parents share about their babies' individual needs and routines
- ensure that practitioners use the correct equipment to test the temperature of food before serving meals to children.

## Setting details

<b>Unique reference number</b>	254586
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10138528
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Angels By Day (Children's Day Nursery) Limited
<b>Registered person unique reference number</b>	RP905843
<b>Telephone number</b>	0115 978 9980
<b>Date of previous inspection</b>	24 June 2015

## Information about this early years setting

Angels By Day Ltd registered in 1997. The nursery employs 29 members of childcare staff. Of these one holds Qualified Teacher Status, three hold appropriate early years qualification at Level 5, one at Level 4, 16 at level 3, seven at Level 2 and three in training. The nursery opens Monday to Friday from 7.30am until 6.30pm, all year around. The nursery provides funded early education for two-, three- and four-year-old children. Throughout the nursery, the philosophy for care and education is based on the Montessori method of teaching.

## Information about this inspection

### Inspector

Chantell Walker

## Inspection activities

- The inspector completed a learning walk across all the areas of the nursery. The inspector spoke with the manager and practitioners to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the manager. The inspector and the provider evaluated the teaching and learning that took place.
- The inspector held a meeting with the nursery provider and managers. She looked at relevant documentation, including evidence of the suitability of practitioners working in the nursery and practitioners' training.
- The inspector held discussions with parents, practitioners and children at appropriate times throughout the inspection.

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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