

Inspection of Little Angels Childcare & Nurseries Ltd

Weaver Primary School, Western Avenue, Nantwich, Cheshire CW5 7AJ

Inspection date: 12 March 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

Staff greet children and parents warmly on arrival. This supports children to feel safe and secure. For example, children eagerly find their personalised key ring and hang it on the welcome tree. Staff plan the learning environment to support children to become independent, motivated learners. For example, when children decide to make play dough, they know which ingredients they need and gather them together. Staff become actively involved in children's play. Overall, they use interactions well to help to build on children's existing skills. However, on occasions, staff do not make maximum use of opportunities to further extend children's thinking skills. Children are very confident in social situations. For instance, they ask visitors if they are hungry and make pretend porridge for them. Staff have high expectations for children's behaviour. For example, they teach children strategies to resolve minor conflicts. This supports children to consider the feelings of others and play cooperatively.

Staff develop good relationships with parents. Parents comment that staff are friendly and keep them informed about children's learning and well-being. Staff can strengthen these relationships further, to provide even more opportunities for parents to share ongoing information about children's learning at home.

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

- Overall, staff support children well to develop the key skills they need. Staff skilfully weave mathematics into routines throughout the day. For example, at circle time, staff encourage children to predict if there are more children or adults present. Children count to check if they are correct. Staff clearly enjoy chatting to children. For instance, as children become engrossed in making dough birthday cakes, staff discuss different ways of celebrating birthdays. However, on occasions, staff do not make maximum use of interactions to challenge and further extend children's good thinking skills.
- Staff have a focus on supporting children to develop a love of reading. For example, they introduce books about dinosaurs to enhance children's imaginary play. At story time, staff read dinosaur themed stories to build on children's interests further. Children benefit from excellent links with the on-site primary school. For instance, older children join Reception Class children for phonic sessions. This helps them to develop their early literacy skills.
- Children have excellent opportunities to engage with the natural world. For example, they enjoy mixing herbs and soil as they play in the mud kitchen. Children learn how to manage their own risks as they build large wooden structures. They relish their time in the school's wooded area. For instance, children talk excitedly as they recall climbing over logs and looking for twigs.
- The pre-school has recently retained its five-star hygiene rating. The impact of

this grading is clear to see across the pre-school. For example, children independently wash their hands at appropriate times, for instance when entering the building after outdoor play. Children enjoy a range of healthy snacks. This supports them to strengthen their understanding of the importance of making healthy choices.

- Staff have robust systems for monitoring children's development. They identify what children need to learn next and provide experiences to help children to achieve their targets. Staff work closely with other professionals to support children with special educational needs and/or disabilities. This helps all children to make at least good progress.
- Children have good levels of concentration. For example, they listen attentively as staff explain the instructions for 'dough disco'. Children thoroughly enjoy the activity. They giggle and dance spontaneously as they manipulate dough in time to music. Staff introduce words such as 'squeeze' and 'pinch' to describe children's actions. This helps children to extend their good range of vocabulary.
- The newly appointed manager is ambitious. She evaluates all areas of the pre-school to seek ways to further raise the quality of this good provision. For example, she has recently introduced new systems for planning. Staff comment positively about the change. They state that this has helped them to plan more effectively to extend children's current interests. There is scope for staff to provide more opportunities for parents to share ongoing information about children's learning. This complements planning and supports a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures that staff keep their safeguarding knowledge up to date. This supports staff to have a secure understanding of how to keep children safe. Staff teach children about 'safe' adults to approach if they feel scared or threatened. For instance, children discuss 'superheroes' such as emergency service workers. Staff provide parents with guidance on how to keep children safe when using online technology at home. The manager implements robust policies and procedures. This enables children to play and explore in a safe environment.

What does the setting need to do to improve?

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

- support staff to maximise opportunities to challenge and extend children's thinking skills to the highest level
- provide even more opportunities for parents to share information about children's learning and development at home.

Setting details

Unique reference number	EY290685
Local authority	Cheshire East
Inspection number	10109710
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 at time of inspection	2 to 4
Total number of places	22
Number of children on roll	30
Name of registered person	Little Angels Childcare & Nurseries Limited
Registered person unique reference number	RP911218
Telephone number	07891 585988
Date of previous inspection	20 October 2014

Information about this early years setting

Little Angels Childcare & Nurseries Ltd registered in 2004. The pre-school employs seven members of staff. Of these, five hold an appropriate early years qualification at level 3 and one at level 6. The pre-school opens from 9am to 3pm, term time only. It provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The manager and inspector jointly observed an activity. The inspector discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with the children and staff at appropriate times during the inspection.
- The manager showed the inspector the range of resources available for children's use. The inspector discussed how they supported the educational programme.
- The inspector examined a sample of relevant documents, including evidence of suitability of staff.
- Key persons discussed children's learning and progress with the inspector, including children's interests and next steps in children's learning.
- The inspector spoke to a small sample of parents and took their views into consideration.

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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