

Inspection of Angels Day Nursery Sutton

63 Sutton Road, Birmingham B23 6QJ

Inspection date: 16 March 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

Children are happy, confident and motivated to learn in this nursery. Staff provide well-planned, exciting environments that children thrive in. Babies engage in throwing balls into containers, and show delight when they succeed. Older children mix sand, water and mud outdoors to create 'cement' to stick bricks together. They wear fluorescent jackets and hard hats to help them relate to construction jobs in real life. Children enjoy exploring the recently developed outdoor learning area and lead their own play and learning. Staff are kind, caring and friendly. When children need emotional support, staff offer cuddles and share a photo album of familiar faces to offer reassurance. They greet children enthusiastically and support them to settle into the nursery.

Children behave impeccably. They are kind, caring and courteous. Children take turns to talk during group times and listen to what others have to say. They show a clear understanding of expectations and staff offer continuous praise. Staff have high expectations of children and they encourage them to be independent. Children learn to put on their own coats and shoes. At mealtimes, older children are encouraged to serve their own meals, and staff model how to use cutlery correctly. The management team is passionate and committed to providing every child with the best possible experience.

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

- Staff find out what children know and can do when they start at nursery by involving parents in initial assessments. They then carry out regular, ongoing assessments and closely monitor the progress children make. Staff are knowledgeable about gaps in children's learning and identify what children need to learn next. They use this information to provide experiences that help to support children's development.
- The nursery provides a well-planned curriculum. Staff provide opportunities for children to develop skills across the seven areas of learning throughout the richly resourced indoor and outdoor learning environments. Children spend vast amounts of time outdoors and are physically active in their play. Children enjoy practising balancing skills on beams, climbing through a structure and using bikes.
- Staff help to promote good health in children. They are attentive to younger children who need support to wipe their noses. Children are regularly encouraged to drink water and they are served fruit and vegetables. This helps them to learn about healthy lifestyles.
- Children show consistently good behaviour and are eager to join in with activities. However, on some occasions, staff working with toddler-aged children do not follow their interests quickly enough to keep them engaged. As a result,

some children lose focus when sharing stories or when joining in with rhymes while waiting for lunch.

- Staff provide sound support for children's communication and language development. Throughout the nursery, staff share stories and sing songs and rhymes to children. They include puppets and encourage children to join in. Staff's skilful questioning helps to promote children's thinking skills. Children communicate confidently and hold conversations.
- There is a dedicated team in place to provide support for children with special educational needs and/or disabilities. The management team is committed to providing an inclusive setting. They liaise effectively with other professionals to gain necessary support and training. Children with additional needs receive support to help them achieve targets set for them. This ensures that they make good progress in their development.
- Overall, staff have established effective partnerships with parents. They regularly exchange information with parents about what children are learning in the nursery. They also provide experiences to support parents in extending children's learning at home. Parents speak positively about the nursery and enjoy using the lending library to share familiar stories at home. However, there is scope to enhance relationships with parents even further in order to provide the highest level of support for all children.
- The management team is dedicated to supporting the staff team. They provide frequent feedback on staff's performance. Staff report that they feel well supported by the management team. They have regular opportunities to access training, which further develops their practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable about safeguarding. Staff complete regular training, which enables them to identify signs that a child could be at risk of harm. They are alert to wider safeguarding issues, including signs that could indicate radicalisation or abuse specific to females. Staff understand whistle-blowing procedures and how to report concerns about adults or children. Managers understand the correct procedures to follow if an allegation is made against a member of staff. Recruitment and vetting procedures ensure that staff are suitable to work with children. Managers and staff are aware of risk assessment procedures to provide and they maintain safe environments for children.

What does the setting need to do to improve?

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

- review the organisation of activities and routines so that children consistently benefit from high-quality learning opportunities

- enhance partnerships with parents to further engage them in all aspects of nursery life.

Setting details

Unique reference number	EY475791
Local authority	Birmingham
Inspection number	10075800
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	51
Name of registered person	Angels Day Nursery Sutton Ltd
Registered person unique reference number	RP902583
Telephone number	0121 373 0733
Date of previous inspection	24 March 2016

Information about this early years setting

Angels Day Nursery Sutton registered in 2014 and is one of four settings operated by the provider. The nursery is located in the Erdington area of Birmingham and operates Monday to Friday from 7.30am to 6pm, all year round. There are 13 members of childcare staff employed. Of these, 12 hold appropriate qualifications at level 2 or above, including one who holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector completed a learning walk with the management team to understand how the provision and curriculum are organised.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation with the nursery manager.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of staff's suitability.

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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Manchester
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