

Inspection of Angels Nursery School

113 London Road, London Road, Kettering, Northamptonshire NN15 7PH

Inspection date: 2 March 2020

Overall effectiveness **Good**

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 happy and settle quickly when they arrive at the nursery. They enjoy joining in with activities planned by staff that are linked to their interests and individual next steps in development. Children access the outdoor area and initiate games with their peers when playing on bikes. They hunt for bugs in the 'enchanted forest' part of the garden, and check to see if there are any other types of insect they can find on their checklist. Children play well independently and staff provide good-quality interactions in their play when it is appropriate to do so. Children's behaviour is good and they are encouraged to use their manners, such as saying 'please' and 'thank you'.

Children are provided with opportunities to develop their understanding of a healthy lifestyle. At mealtimes, older children are keen to be chosen as the helper to give out the plates. Children serve themselves using tongs and listen carefully to staff who tell them how many of each item to take. They enjoy a range of healthy meals prepared by an on-site chef. Children are encouraged to be independent. They put on their own coats and persevere when they find doing up zips tricky.

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

- Staff find out sensitively from parents the experiences children have at home and plan to broaden these. For example, children access a range of books within the nursery about different cultures and festivals. They are curious about Chinese New Year. Staff provide them with a range of different Chinese foods to try. This develops their understanding of different foods from around the world and people who may celebrate different festivals to them.
- Staff ensure that children have opportunities to develop their mathematical skills. Children are encouraged to match shapes and name them. Outside in the garden, older children find worms. They use rulers to measure them and comment how it is tricky as the worms are 'wriggling and need to stay still'. However, sometimes, staff do not use the correct mathematical language to ensure more-able learners are challenged further.
- Staff introduce younger children to new vocabulary as they share books and talk to them. Children enjoy listening to stories that staff read to them and turning the pages. Staff talk to the children about the dog's tail 'wagging' and children share their own experiences of their pets at home. They sing familiar action songs and rhymes to babies and toddlers, such as 'Head, Shoulders, Knees and Toes'. The children show their understanding as they point to their head at the appropriate time. They clap their hands and laugh as staff praise them for their achievements. This supports children's speech and language skills.
- Staff interact with children during their play. They talk to them about how things work. For example, when playing in the role-play hairdressers, staff show

children how hair rollers can curl their hair. Children are then given the opportunity to have a go themselves. However, at tidy-away time, some children are unsure what they are supposed to do to help.

- Parents feel well informed about their children's development and know what their next steps are. They can access ideas for how to support their children's learning at home. Parents can view and discuss their child's learning journey when they collect them. Staff update parents about the activities their children have completed during the day. Parents can also access this information at home and add their comments. Parents comment that they can go to any member of staff at the setting if they have concerns, not just their child's key person.
- Managers ensure that staff have the opportunity to enhance their continuing professional development. Staff attend a variety of training courses and review the impact of this on their practice. Managers complete observations of staff and discuss what their next steps are and how to meet these.
- Managers know the setting's strengths and areas for development. Since their last inspection, the owner has developed the outdoor area and staff report that children are now more willing to access this space. Funding is used effectively to purchase resources for children with special educational needs and/or disabilities (SEND). This means that children with SEND make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding issues, including wider safeguarding issues, such as female genital mutilation. There is a robust procedure in place for reporting any child protection concerns, and all staff, including students, know who to report these to. Managers discuss the safeguarding policy and procedures during regular staff meetings to ensure staff's knowledge is kept updated. The manager has developed a robust recruitment and induction procedure for new staff to ensure all those working with children are safe and suitable. There is a consistent approach across the setting to recording accidents children have at the setting.

What does the setting need to do to improve?

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

- extend more-able children's mathematical language during play and activities
- consider the organisation of routines, such as tidy-away time, so that all children know what to do.

Setting details

Unique reference number	260734
Local authority	Northamptonshire
Inspection number	10138618
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	55
Number of children on roll	96
Name of registered person	Angels Nursery Limited
Registered person unique reference number	RP907602
Telephone number	01536 519926
Date of previous inspection	7 December 2015

Information about this early years setting

Angels Nursery School registered in 2001. It is located in Kettering, Northamptonshire. The nursery employs 15 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, 51 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Lofts

Inspection activities

- The inspector and manager completed a learning walk to gain knowledge about how staff plan the curriculum for the children.
- The inspector completed two joint observations with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager to find out how the nursery had developed since their last inspection.
- The inspector spoke to parents and carers to find out their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020