

Inspection of Little Angels Nursery & Preschool

9 Orchard Street, Weston Super Mare, North Somerset BS23 1RG

Inspection date: 17 May 2021

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 have high expectations for all children in their care. There is a strong focus on supporting children's communication and language skills. This includes those children learning English as an additional language and those children who have support from other agencies.

Generally, staff support children to understand behavioural expectations and boundaries effectively. Older children begin to understand that they need to share resources. They use a sand timer and wait patiently for their turn on the scooter. Staff use consistent strategies to manage behaviour and work closely with parents. During a small-group activity, staff use visual aids to demonstrate desired behaviour, such as sitting quietly. Staff consistently praise good behaviour, building children's self-esteem. Younger children begin to respond well to songs and clapping. These help them to recognise different parts of the day, for example tidying up for snack time, and engage in the familiar routines.

Due to the COVID-19 (coronavirus) pandemic there have been changes in staffing. Nonetheless, children form strong attachments with their key person, who supports their emotional well-being effectively. When children arrive unsettled at the nursery, staff are quick to distract them with a favourite toy, activity or story, helping them to adjust rapidly. Parents comment that they have received valuable support during the pandemic. Staff have maintained contact throughout and have provided parents with home learning packs to maintain children's ongoing development.

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

- Staff develop a broad and balanced curriculum, which considers children's interests and next steps. A varied range of experiences build on what children know and can do, especially in building children's communication and language skills in preparation for their move to school. Staff use additional funding well to invest in early intervention language programmes to help children progress their skills.
- Generally, there is effective support to promote children's learning. For example, staff interact well to encourage children to solve problems as they line jigsaw pieces up and select the correct shape to add to the board. However, occasionally, staff do not recognise when children get restless, and they do not adapt small-group activities to ensure children remain engaged in their learning.
- Children's care needs are met well. Staff work alongside parents to support toilet training. They encourage children to be independent, for example putting their trousers back on after a nappy change. Children develop a good understanding of routines that keep them safe, for example regular handwashing, blowing their

own noses and coughing into their elbow to reduce the spread of germs.

- Children develop good independence. Younger children are consistently offered choices, for example which fruit they would like for their snack. Children pour their own drinks, developing good coordination and physical skills. Older children make decisions whether to play inside or outside and learn to put their shoes and coats on independently.
- Older children take responsibility for rolling their mats out for a yoga session and are mindful of others' space. Staff link yoga moves effectively to children's interests to engage them fully. For example, staff link the 'warrior pose' to a superhero move. Children follow instructions well, developing good listening skills. They count calmly to eight, gaining body awareness and controlling their movements.
- Staff provide a well-organised learning environment, which provides children with a good range of experiences across all areas of their learning. Children are keen to demonstrate their skills, for example aiming and throwing a ball into a basket fixed to the wall. They show pride in their achievements. Younger children explore confidently. For example, they use the play tunnel imaginatively and challenge their physical abilities under the watchful eye of staff.
- Staff monitor behavioural incidents effectively to help them identify any triggers or patterns in behaviour. They develop individualised behaviour plans to support children's understanding of expectations. Staff use 'then and now' boards to help children as they move between activities and develop a better understanding of routines. Occasionally, staff do not use these promptly to engage children in completing desired tasks.
- Leaders, managers and staff evaluate the provision effectively, each taking responsibility for the learning and development of their children. For example, in the room for two-year-olds, staff have carefully considered the learning environment. They have removed equipment and resources that distract from children's learning to provide a calmer space to learn. Following the pandemic, leaders and managers have considered how best to extend the curriculum and provide more opportunities for children to be outside and active, and they have developed a forest school site.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and induction arrangements to ensure that staff are suitable for their role. Staff understand and implement policies and procedures, such as the whistle-blowing policy. Leaders take appropriate action, liaising with other agencies, to ensure children are cared for in a fully inclusive and safe environment. Leaders and managers ensure that all staff are kept up to date with safeguarding training. They are alert to the possible signs and/or symptoms which may identify children to be at risk of harm. They understand their responsibilities to record, monitor and refer concerns to appropriate agencies. Leaders and managers work together with other agencies to protect 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 small-group activities to consider children's learning and engagement
- develop further the prompt use of techniques and tools to support children to complete desired tasks.

Setting details

Unique reference number	EY497651
Local authority	North Somerset
Inspection number	10195035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	45
Name of registered person	Lambert, Kayleigh
Registered person unique reference number	RP908657
Telephone number	01934414759
Date of previous inspection	12 November 2019

Information about this early years setting

Little Angels Nursery & Preschool registered in 2016 and is based in Weston-Super-Mare, North Somerset. The nursery operates from 8am to 4pm throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years old. The manager holds an early years qualification at level 3. She is supported by five members of staff; of whom, one holds an early years qualification at level 5, one at level 4, one at level 3 and two at level 2.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk to discuss the curriculum.
- Two joint observations were carried out with the manager, and children's learning and staff's professional development were discussed.
- The inspector spoke to children and parents present during the inspection and considered their views.
- The inspector carried out leadership and management meetings with the owner and the manager and spoke to the special educational needs coordinator about her role.
- Required documentation was observed.

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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