

# Inspection of Little Angels Daycare Warrington Ltd

The School House, Warrington WA4 6ZE

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Inspection date: 9 June 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children exhibit high levels of contentment when they arrive at this exceptionally welcoming setting. Children re-enact a recent trip on a train, designing and building their own giant train, writing out tickets and counting passengers aboard. They are deeply engaged in their self-chosen play and eloquently recall favourite events. All children form exceptional bonds with staff. New children settle extremely quickly and grow in confidence as they share photographs of their old setting and friends with new friends. Children develop a great sense of belonging and individuality.

Children demonstrate impeccable manners. Babies take water cups to friends and older children remind each other of the rules, when using the computer. This shows they have high levels of respect for each other. Babies listen to new vocabulary during nappy change routines to gain an awareness of themselves. Toddlers learn to match quantity and number by counting out spoonfuls of mashed potato at lunch time. Older children debate at length with their friends and staff about where potatoes come from. Interwoven learning opportunities throughout the routine challenge children effectively to remember and recall previous learning.

From a young age, children are encouraged to recognise their feelings and develop high levels of self-control. Toddlers use images of emotion faces to hang on a 'feelings tree' and pre-school children are encouraged to talk about what makes them happy. All children are learning to express themselves. Staff are enormously proud of children's achievements. For example, children's determination is constantly acknowledged, no matter how small the achievement. Children learn to recognise their friends' achievements and develop an understanding of empathy and respect.

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

- Conversation and song are heard from all corners of this setting as children are consistently supported to build an extensive vocabulary. Children listen intently to and act out favourite stories. They delight when staff make voices to represent characters in 'The Gruffalo'. Children talk about caterpillars and staff spontaneously sing a song about a caterpillar changing to a butterfly. Staff use books and songs skilfully to help children make links in their learning. For example, children listen to parts of the story of 'The Tiger Who Came to Tea', when taking on different roles in the home corner.
- Partnerships with parents are exceptional. Parents receive highly personalised support with their children's learning especially during the COVID-19 (coronavirus) pandemic. For example, parents receive detailed information about the benefits of role play at home. Parents are thrilled with the progress their children make and comment on the excellent preparations the setting makes to

support children's transitions to school.

- Children with disadvantaged backgrounds and with special educational needs and/or disabilities receive excellent support. Children thrive in having one-to-one time to develop their communication skills using carefully selected resources. Staff work tirelessly with external professionals to ensure children have the best outcomes. As a result, all children make outstanding progress and are ready for their next stage in learning.
- Staff are highly proactive in providing children with new experiences. Children explore enticing real-life objects in play and are routinely introduced to new concepts, which ignites curiosity. Older children talk about and research the wildlife spotted on their walks and make links to celebrating Earth Day. Children learn about delivery drivers being special people that helped communities during the COVID-19 pandemic and the journey a letter takes when it is posted.
- Children have many opportunities to practise useful life skills so their independence grows over time. Toddlers make their own play dough from scratch, carefully following picture instructions. Babies enjoy water play and learn how to wash. Pre-school children use an interactive giant clock to identify the routines of the day.
- The enthusiastic and committed manager and her highly devoted staff team have an outstanding level of knowledge in how children learn. They make precise assessments to identify what children can do and what they need to learn next. Children concentrate and keep trying hard when digging with hammers and picks to find fossils. Children tell their friends with great enthusiasm and detail, which dinosaur fossil they predict they will discover.
- The manager is uncompromising in ensuring teaching of the curriculum continually improves. She and the team have a clear plan for professional development and quality improvement. Staff are supported to gain further qualifications and training is carefully selected based on the needs of the children. The team are currently undertaking training around using technology and the media to broaden children's knowledge of computers.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a thorough knowledge of how to keep children safe and protect them from harm. Regular safeguarding training is routinely accessed by staff to ensure that they remain up to date about wider safeguarding issues in their local area. Extensive work with external professionals provides staff with a deep understanding of their responsibility to protect children. Rigorous environment safety checks are carried out and staff are vigilant about hazards. Ultraviolet ray levels are monitored to ensure that the garden is safe during hot weather. Staff maintain scrupulous hygiene standards to ensure cleanliness is of a very high standard.

## Setting details

<b>Unique reference number</b>	EY550406
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10133788
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Little Angels Childcare Nursery Limited
<b>Registered person unique reference number</b>	RP530606
<b>Telephone number</b>	07879 657597
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Angels Daycare Warrington Ltd registered in 2017. The setting employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday, all year round. Opening times are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dee White

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the manager to observe the quality of children's experiences and staff's teaching practice.
- The inspector held various leadership meetings with the manager, area manager and nominated individual. She reviewed a variety of documents, including qualifications, records of Disclosure and Barring Service checks, first-aid certificates, evidence of staff suitability checks and incident logs.
- Five parents' views were taken into consideration on the inspection day.
- The inspector observed interactions between the staff and children during activities, and assessed the impact these had on children's learning.
- The inspector held professional discussions with all staff.

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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