

# Inspection of Angels Inc.

Holy Trinity & St. Matthews Church Hall, Dean Street, Stalybridge, Cheshire SK15 2JD

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Inspection date: 19 July 2021

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

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

### **This provision meets requirements**

As children arrive at this vibrant club, they are eager to sit down with a snack and engage in conversations with each other. They understand and follow the routines, which are adapted due to the COVID-19 (coronavirus) pandemic. For example, children are separated into two childcare 'bubbles' and arrive at staggered times. Despite these ongoing adjustments, children are clear about expectations and adapt well to changes. Effective systems are in place to promote children's good behaviour. Children are involved in deciding the rules for the club, such as respecting others and being positive. As a result, they show good behaviour as they talk and share toys with their friends.

Children access a wide variety of toys and stimulating activities while at the club. They show positive attitudes towards their play and enthusiastically discuss their ideas and opinions. For example, children share their knowledge that dinosaurs lived 'hundreds and thousands and millions of years ago'. They use their small-muscle and creative skills as they paint and create models. Children use pencils to make drawings, using their own ideas and take turns as they joyfully play a variety of games together. Children have rich experiences while at the club. For example, they have opportunities to learn about and handle different animals, such as ducklings and tarantulas.

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

- Leaders are passionate about providing quality care for children and say that the club acts as an 'extension of their family at home'. Thorough self-evaluation allows leaders to identify how to continually improve. For example, leaders continually review the outdoor play opportunities for children, by providing visits to the park and trips to other places in the local community, such as the church.
- Children are provided with a good range of exciting play opportunities, which follow their interests. For example, during a 'secret agent' theme, children read letters written in invisible ink and find clues to help them in their next 'mission'. Opportunities given to children complement their learning from school. For example, children work together to search for dinosaur bones in the sand. They compare the sizes and features of the dinosaurs and discuss the different dinosaur names. Staff encourage children to count during their play and practise writing their names on their artwork.
- Activities are well planned to allow children to learn about similarities and differences between themselves and others. Children experience diverse cultures as they taste food and enjoy activities linked to different countries. For example, children make pizza while learning about Italy and learn how to 'Flamenco dance' using castanets while learning about Spain. Staff encourage children to

discuss modern British values as they enjoy an afternoon tea party. As a result, children are well prepared for life in the society in which they live.

- Partnership working is strong. The club is part of an organisation which has other early years settings. Staff utilise these links and make good use of the support offered by leaders. This helps children to settle well during the initial settling-in period. For example, staff at the club already know children when they start. Teachers from the local school praise the staff for their effective communication and sharing of behaviour strategies. Leaders intend to further extend this partnership with the school to have an even greater impact on children's learning.
- Children and staff build wonderful relationships. Staff support children in their self-chosen play, and also during activities which they set up. Staff are positive role models for children. This helps children to demonstrate good behaviour and confidence. They know that staff care about them, and this helps them to feel settled and safe.
- Feedback from parents is very positive. They comment that the club is 'like a little family' and that they 'couldn't wish for anywhere better' for their children. Parents value the communication provided to them daily. Each week they are also given a summary of the upcoming activities and food on offer, which they find useful. Parents remark that they would be 'lost' without the support given to them by the 'wonderfully kind' staff.
- Children eat healthy and nutritious food. They comment that 'teatime' is their favourite thing at the club, and parents are also grateful that the children eat a wholesome meal. Children relish small tasks which they are given by staff. For example, children eagerly set the table ready for their meal and help to sweep the floor.
- Staff comment that they 'love every aspect' of working at the club. This includes the positive team and the close bonds they build with children. An effective programme of supervision and training helps staff to further improve their practice. For example, staff new to the role of special educational needs coordinator complete training to further their skills and knowledge. Leaders comment that they 'champion' the well-being of their staff.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Ongoing risk assessments ensure that the activities provided to children are safe. Robust recruitment procedures ensure that all staff are suitable to work with children. Staff are trained in safeguarding and this knowledge is regularly checked by leaders to ensure it is up to date. Staff know how to keep children safe from harm. They understand the referral procedure to follow if they are concerned about children's welfare or the conduct of a colleague. Staff show a good understanding of wider safeguarding concerns, such as county lines and the grooming of children.

## Setting details

<b>Unique reference number</b>	EY561300
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10194175
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Little Angels Pre School (Stalybridge) Ltd
<b>Registered person unique reference number</b>	RP529438
<b>Telephone number</b>	0161 6372717
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Angels Inc. registered in 2018. The club is located at Holy Trinity & St. Matthews Church Hall in Stalybridge. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. Sessions are Monday to Friday, 7.30am to 9am and 3pm to 6pm, during term time only.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in his evaluation of the setting.
- The management team and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities.
- Discussions were held between the inspector, staff and children at appropriate times throughout the inspection.
- Parental views were taken into consideration through discussions with parents and written feedback.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of 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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