

# Inspection of Our Little Angelz Ltd

135 Speedwell Road, Yardley, Birmingham B25 8HN

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Inspection date: 7 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 dropped off and collected at the main entrance as parents cannot currently come into the setting due to safety measures for the COVID-19 (coronavirus) pandemic. Staff make sure children are greeted warmly, and immediately engage them in interesting activities. It is clear that staff have friendly and caring relationships with children and know them well. Staff encourage children to use good manners and be kind to each other. Children confidently explore the well-resourced play spaces indoors and outside.

Children cooperate well with each other. For example, they enjoy creating a large 'autumn leaf' painting, sharing and mixing paints. They learn to recognise familiar colours and notice the changes when paints are mixed together. Babies and toddlers show their emerging interest in different media as they mix and pour custard using large ladles and find an assortment of animals hidden in pasta or rice. Children concentrate well as they look at their favourite books. Staff encourage children to express their ideas and recall what they have done before. For example, they ask children about their favourite stories and rhymes. Pre-school children work collaboratively and demonstrate good speaking skills as they recognise letters and link them to the sounds they make.

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

- Staff provide a varied curriculum. They use observations and assessments to build on what children already know and can do. Children take part in many different activities throughout their day at nursery. Staff plan and adapt activities to meet children's needs and interests.
- Staff have high expectations for children's behaviour and, as a result, children behave well. Children develop good social skills and are learning to make friends. When they arrive, they are eager to begin their play. They are kind to each other and share resources.
- Staff work closely with families and other professionals to ensure children who need extra help have timely interventions to support their learning. The use of additional funding helps to meet the needs of children effectively. All children, including those with special educational needs and/or disabilities, make good progress in their development.
- Staff plan a range of sensory play experiences for the children. They encourage children to use their hands and different items, such as small vehicles, balls, chinks and paintbrushes, to explore textures and make marks. However, staff do not consistently adapt their interactions to fully support and extend children's learning further.
- Children have frequent opportunities to develop their independence and show that they enjoy completing tasks. For example, children help to tidy away and

put their own coats on to go outside. Staff support children to achieve independence and manage their own self-care needs effectively.

- Children enjoy playing outdoors. They have lots of opportunities to develop their physical skills. They practise jumping and running and learn to balance carefully as they climb the steps to the slide and use ride-on bikes. Babies are encouraged to roll and crawl. Children develop their small-muscle skills when they fill and empty containers with sand.
- Staff support children to build their vocabulary. For example, they sing songs with children, who enjoy listening and enthusiastically join in with the actions. Staff use props and pictures to help children remember their letters and sounds. Children sing number rhymes and explore shapes and colours.
- Partnerships with parents are good. Staff make sure they regularly share with parents what children are doing at the nursery. They speak with parents at drop-off and collection times and encourage them to view and add to children's online learning records. Parents say they are happy with the support the nursery provides. They are pleased with the progress their children make.
- The manager reflects regularly on her practice. She supports staff to access different training opportunities, such as safeguarding and other mandatory training. The manager has systems in place to make sure staff develop their skills and knowledge. However, this does not precisely focus on where staff need support, to raise the quality of teaching to a consistently high level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders demonstrate they understand their role as designated safeguarding leads for the nursery and attend relevant training to keep their knowledge updated. Staff demonstrate a secure understanding of the potential risks to children's welfare. They know how to correctly respond if safeguarding concerns arise, including if concerned about the behaviour or actions of a colleague. Staff help children to keep themselves safe. For example, they explain to children why they must use the slide correctly. The manager implements robust recruitment, induction and monitoring procedures. These include regular checking of all staff's suitability to work with children and ongoing support through mentoring and supervision.

## **What does the setting need to do to improve?**

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

- develop staff's understanding of how to improve their interactions with children, to deepen their engagement in activities and extend their learning even further
- enhance monitoring of staff practice to ensure that teaching is having the most positive impact on children's development.

## Setting details

<b>Unique reference number</b>	EY463032
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10203334
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Our Little Angelz Ltd
<b>Registered person unique reference number</b>	RP532627
<b>Telephone number</b>	01217730495
<b>Date of previous inspection</b>	1 February 2017

## Information about this early years setting

Our Little Angelz Ltd registered in 2013. The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds level 5, eight hold level 3, two hold level 2 and one holds level 1. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Coomer

## 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 the evaluation of the setting.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff and parents, and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff suitability and training.
- A meeting was held between the inspector, the provider and the nursery manager.

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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