

Inspection of Angel Kidz Nursery & Preschool Limited

53 Cheapside, Luton, Bedfordshire LU1 2HN

Inspection date: 11 October 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are secure and settled. They enjoy interacting in mixed age groups. Staff manage this well, so that each child's needs are met. Older children show great care when interacting with the younger ones. They play gently and take time to see if the younger children would like any help. Younger children follow the good example set by the older ones. They babble and laugh as they respond to the older children's language and play. Staff are sensitive to the possible issues raised by the COVID-19 (coronavirus) pandemic lockdowns. For example, they prepared home learning packs. These supported children in continuing to develop skills, such as their communication. Parents and children continue to use the packs successfully.

Children gain a good understanding of safety. For example, young children walk down the stairs in single file and hold carefully onto the rail. Children have many opportunities to develop physical skills. For example, they push a wheelbarrow along, carefully balancing it and changing the angle as they turn corners. Children benefit from the well-considered use of space. For instance, they enjoy sitting in the covered outdoor area and listening to rain on the roof. They develop their vocabulary as they describe the sound and how this helps them to feel calm.

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

- Managers and staff have made significant improvements since their last inspection. Improved teaching ensures that staff make better use of ongoing learning opportunities, such as encouraging discussions. Staff report that they feel well supported and have manageable workloads.
- Children gain a good understanding of how to keep themselves healthy. For example, they learn about good oral hygiene as they use role-play toothbrushes and toothpaste to clean pretend teeth.
- Staff have a good understanding of children and use their interests as a way of engaging them. This particularly supports children who speak English as an additional language. They make good progress in learning English and know their home language is respected as they use key words in these languages.
- Managers have secure procedures to monitor children's progress and ensure no child falls behind in their learning. Staff are clear about what each child needs to learn next, confidently incorporating this into activities. For instance, children explore leaves and conkers. They paint these and turn them into ladybirds and alligators. This promotes their creativity and their ability to work with others.
- Staff confidently adapt activities so that they are safe and enjoyable for children of all ages. Younger children explore colours as they play with small blocks. Older children enjoy the challenge of recognising written numbers and matching these to the correct number of blocks.
- Staff join in with children's play and help to build their vocabulary. For example,

children playing with a doctor's set learn words, such as 'injury', 'stethoscope' and 'bandage'. Staff members repeat the words and check that children understand these.

- Children demonstrate an enjoyment of books. For instance, younger children competently choose books. They settle down to read these, handling them carefully, turning the pages and chattering as they pretend to read.
- Well-tailored support and good partnership working with parents and other professionals mean that children who have special educational needs and/or disabilities are settled and make good progress. Staff sensitively help children to learn skills, such as listening, which prepare them for school.
- Children enjoy choosing resources from the interesting selection available. However, at times, staff concentrate on daily routines and plans and do not always consider that children are engrossed in their play and may, for example want to continue their chosen activity. This, occasionally, limits children's independent play and learning.
- Parents speak highly of the nursery. They state that staff communicate well with them, so that they know what children have been doing and how to support their learning at home.
- Staff, generally, offer children support in developing their independence. However, on occasion, staff do things for children that they could do themselves, such as holding their cups as they drink. This, sometimes, confuses children and does not promote their independence to the optimum.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a secure understanding of safeguarding. This includes wider issues, such as the potential risks of using the internet and the dangers of exposure to extreme views and practices. Managers have designed easy-to-read posters that show how to report any safeguarding concerns. These are displayed in all areas of the setting, so that they are accessible to staff and parents. Additionally, managers support staff to attend frequent safeguarding training and share any new knowledge and updates. This helps to ensure that all are aware of the procedures should they have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- support staff further in following daily routines and plans while still allowing children time to concentrate and build on their chosen activities
- support staff to understand and follow the setting's agreed approaches to promoting children's independence.

Setting details

Unique reference number	EY555538
Local authority	Luton
Inspection number	10149707
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	14
Name of registered person	Angel Kidz Nursery & Preschool Limited
Registered person unique reference number	RP905796
Telephone number	01582 727269
Date of previous inspection	27 February 2020

Information about this early years setting

Angel Kidz Nursery & Preschool Limited registered in 2018. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one who has qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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 this into account in their evaluation of the setting.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting's deputy manager.
- A meeting was held between the inspector, the setting manager (who is also the owner) and the deputy manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of 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.

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