

Inspection of Little Angels Pre-Prep School and Day Nursery

Little Angels, 70 Bredgar Road, LONDON N19 5BF

Inspection date: 9 December 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

Children are extremely happy in this warm and nurturing environment. When they arrive in the morning, staff greet them with a smile, so that they feel immediately welcome. Parents speak highly of the warmth of the staff and the regular communication between home and nursery.

Staff prepare children well for the next stage of their learning and support their independence. Children put on their aprons, take off their coats and serve themselves at the table. Opportunities such as these help children to develop valuable skills for their future.

Staff build strong bonds with the children and know them very well. This helps children to feel safe and secure at nursery.

Children focus well on the variety of activities on offer. They play well with their peers, taking turns and inventing role play together. This helps children to make progress in their development, having fun as they go.

Children join in enthusiastically with many songs that staff sing throughout the day. Children listen with enjoyment to the range of stories that staff read to them. This supports children in their language development as well as encouraging them to develop a love of books.

Children know what is expected of them and behave well. Children learn to share and take turns well. They pass the bowls around the table as they serve themselves and take turns as they play matching pairs games. This helps children to develop patience and empathy for others.

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

- Staff immerse toddlers and pre-schoolers in a wide range of vocabulary throughout the day. They skilfully develop children's language as they play. For example, during role play, children pretend to cook with fruits and vegetables. Staff use this opportunity to introduce new words, such as 'vines' and 'stem', to the children. This ensures that children develop a rich vocabulary in these rooms.
- The quality of language used by staff in the baby room is more variable. Most of the time, staff use repetition well to develop babies' vocabulary, such as when a member of staff exclaims 'down, down, down' as a baby slides down the slide. However, occasionally, staff do not use high-quality interactions with babies. For example, during lunchtime some staff simply give babies instructions rather than using this opportunity to develop their language skills.

- Staff plan many opportunities to encourage children's physical development. Children enjoy activities, such as painting with a pipette and picking up small objects with tweezers, as they strengthen the muscles in their hands. They ride bicycles, climb up the climbing frame, slide down the slide and enjoy a variety of other good opportunities to improve their gross motor skills.
- Leaders think carefully about how to support children to develop their creativity. Children in the pre-school compose lyrics to match music enthusiastically, during their weekly session with a musician. Babies and toddlers move their bodies to music as they use a variety of musical instruments. Activities such as these help children to develop their listening skills and begin to identify rhythm.
- Children speak a rich variety of languages. Staff support children well by communicating with them in their home language where appropriate. This helps children with their language development and ensures that they feel pride in any other languages that they speak.
- Staff quickly identify any children who may need extra support to achieve their potential. They put targeted support in place and involve external professionals when necessary. Children with special educational needs and/or disabilities are supported well through partnership work with parents and others involved in children's care and learning.
- Parent partnerships are strong. Parents speak highly of the support provided by the nursery when it was closed due to COVID-19. They appreciate the huge effort that leaders went to in providing home learning resources and regular video calls with them and their child. This supported children to continue to make progress while the nursery was closed. Parents are very positive about the care that staff provide for their children, describing the nursery as like a 'second home'.
- Overall, leaders put effective systems of supervision in place to support the well-being of staff. Staff feel valued by the supportive manager. However, there are some inconsistencies in the quality of teaching for communication and language which have not been fully addressed.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access, if necessary. Leaders have good links with the local authority to ensure that they follow the necessary procedures to keep children safe.

What does the setting need to do to improve?

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

- ensure that the communication and language curriculum is delivered to a consistently high standard at all times
- ensure that staff supervision arrangements address any inconsistencies in teaching.

Setting details

Unique reference number	EY286121
Local authority	Islington
Inspection number	10214241
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	0 to 4
Total number of places	73
Number of children on roll	0
Name of registered person	Little Angels Day Nursery & Pre-Prep School Highbury Limited
Registered person unique reference number	RP906083
Telephone number	020 7281 3514
Date of previous inspection	30 August 2016

Information about this early years setting

Little Angels Pre-Prep School and Day Nursery registered in 2004. The nursery is located in the Archway area, in the London Borough of Islington. There are presently 24 staff employed; of these, two hold qualified teacher status and 22 other staff hold recognised childcare qualifications. The pre-school and nursery are open every day from 8am until 6.30pm and operate for 49 weeks of the year, apart from five in-service training days. The provider is in receipt of funding to offer free early education for children aged three and four years.

Information about this inspection

Inspector
Suprema Pillai

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out joint observations of activities with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- Documentation was reviewed and a discussion was held with leaders.

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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