

# Inspection of Catherine's Little Angels

Ciaras Tots, 88 Carmoor Road, Manchester, Lancashire M13 0FB

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Inspection date: 10 February 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is inadequate**

Children do not experience quality care or education at this setting. As a result, we have suspended the provider's registration. The manager has taken the decision to join babies and pre-school children in one room. However, she has failed to ensure that staff in this room meet the needs of babies. For instance, babies have no safe place to sleep and no activities are planned to support their learning and development. Pre-school children have slightly more curriculum in place. However, staff lack the skills to implement this to a good standard. Children are bored, frustrated and detached. They amble around aimlessly and flit from toy to toy. They do not benefit from a clean, organised environment. Older children become frustrated with younger children and push them over. They do not know what is expected from them, as staff do not set clear boundaries or direction.

In response to the COVID-19 pandemic, parents no longer enter the setting. Children have adapted well to this and enter the nursery happily. However, as the day progresses, they become upset. Babies, in particular, become overtired and cling onto safety gates and cry. They do not have secure relationships with staff and have no key person to support their needs. Older children show some attachment to staff, but are denied support when they ask for it. They share their feelings and concerns with staff when they are sad, but are instantly dismissed and told they are wrong. Children do enjoy playing with one another, but the lack of guidance from staff leads to squabbles and children get annoyed with their friends.

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

- The manager is unable to implement improvements effectively. The provider was given clear actions to meet, in order to raise standards and meet legal requirements at their previous inspections. Several of those issues raised are still a concern. The manager does not identify the weaknesses within the setting. There are issues with staff's conduct that are not appropriately challenged. In addition, the manager does not offer targeted support to raise staff's skills. Staff do not demonstrate the ability to provide a quality curriculum and do not safeguard children well. Children do not have a quality experience at this setting.
- Babies needs are not met. There are serious flaws within the key-person system. This means babies have no allocated worker and do not build a secure attachment to staff. Although there are enough staff to look after children, they are not deployed effectively. The manager has chosen to put babies in the pre-school room, which has no appropriate resources for their age group. No learning opportunities are planned for babies, who are left to observe pre-school play. They are invited to join some activities, but as they are not age-appropriate, babies quickly lose interest. Babies become upset and look around in exasperation, particularly when they are tired and have no calm space to rest.

- The curriculum is poor. Pre-school children are bored. Staff are unable to capture their interests and often leave them to their own devices. Younger children's development goals are not considered at all. This leads to an atmosphere of frustration, where children's behaviour declines.
- The manager and staff do not consider children's personal development well enough. Meals provided are of poor quality and are very small portions. Children are given two thin slices of pizza for their main meal and no vegetables are offered throughout the day. Some children do not eat this meal and are not offered any alternatives. This means some children have not eaten since breakfast time. Children are offered a yogurt and some fruit after lunch, but as several children have eaten nothing else, this is not adequate.
- The premises are unkempt. Skirting boards are dusty, nappy changing mats are used for paperwork, and some pieces of rubbish are scattered around. Obvious tripping hazards, such as broken carpet dividers are not rectified. Floors and carpets are unclean. Furthermore, staff are only provided with one hand towel to share in the bathroom. This is not hygienic and does not reduce risks of cross-contamination.
- Staff do not maintain an accurate register of which children are present. Some children are not signed in and some are not listed on the register at all. This leaves children at risk as staff do not have up-to-date information should they have to evacuate in an emergency.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The manager fails to identify significant weaknesses within safeguarding practice. Staff have safeguarding knowledge, but do not put this into practice when concerns arise. This leaves children vulnerable as staff do not listen or offer support when potential safety issues arise. The manager has not ensured that the deputy manager has sufficient skills to fulfil her role as deputy safeguarding lead. This means staff do not have a strong role model to demonstrate effective practice. The premises is not risk assessed well. The manager and staff fail to identify possible hazards in the environment, particularly when babies are trying to sleep. They allow older children to run and jump next to babies trying to rest on mattresses on the floor. This leaves children exposed to potential injuries. Safer recruitment is not secure. When concerns are flagged on staff references, the manager fails to gather more information and check their suitability. Again, this leaves children at risk of harm.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
consistently implement effective procedures to ensure that practitioners, and any other person who may have regular contact with children are suitable	10/03/2022
ensure all staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children	10/03/2022
implement a consistent key-person system which is effective in providing a settled relationship for each child along with and care and learning which is tailored to meet their individual needs	10/03/2022
ensure there is a named deputy who is capable and qualified to take charge in the manager's absence	10/03/2022
ensure there are sufficient staff working directly with the children to meet their needs and ensure their safety at all times, particularly with respect to babies	10/03/2022
maintain an accurate record of the names of children on the premises, their hours of attendance and the names of the persons who looked after them	10/03/2022
implement robust monitoring of the quality of practice in the nursery to help identify areas for improvement and ensure all legal requirements are consistently met	10/03/2022
ensure babies are provided with a calm, safe space to sleep free from distractions and potential hazards, such as running older children	10/03/2022
ensure children are provided with adequate, nutritious meals to support their personal development	10/03/2022

ensure managers and staff adequately risk assess the environment to identify potential hazards, such as broken carpet dividers, as well as identifying when the needs of children are not being met	10/03/2022
ensure supervision is robust enough to identify and address any issues which arise, such as staff's unauthorised absence and conduct.	10/03/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
plan a broad, balanced curriculum which helps all children in the nursery to develop the characteristics of effective learning.	10/03/2022

## Setting details

<b>Unique reference number</b>	2546937
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10225300
<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>	50
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Complete Education Ltd
<b>Registered person unique reference number</b>	2498491
<b>Telephone number</b>	0161 248 5340
<b>Date of previous inspection</b>	19 October 2021

## Information about this early years setting

Catherine's Little Angels registered in 2019. The nursery provider employs six members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, three hold a relevant qualification at level 2 or above, and one is unqualified. The nursery opens from Monday to Friday, term time only, from 8am until 4pm. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Relevant documentation was looked at by the inspector including any evidence of the suitability of staff working in the nursery.

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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