

Inspection of The Angel Nursery Community Nursery

St. Gabriel's School, Churchill Gardens, LONDON SW1V 3AG

Inspection date: 24 February 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly enthusiastic learners, who love coming to nursery. They are extremely happy and demonstrate high levels of emotional security, confidence and self-esteem. Children's interests and love for learning are at the heart of every decision staff make. Children thoroughly enjoy exploring the ambitious curriculum in the carefully planned environment. This particularly supports those children with special educational needs and/or disabilities (SEND). All children make excellent progress from their starting points. They make independent choices from highly motivating activities that capture their curiosity for learning. For example, children are intrigued by the lights linked to a mark-making activity to engage them. They are completely involved in play and learning, consistently smiling and laughing together. For example, children eagerly join in as they look at and care for the nursery's African snails. They smile and giggle with excitement and they relish the praise they receive from staff. Children confidently talk about their learning using rich vocabulary.

Children behave exceptionally well. They work together extremely well as they dig and climb on upturned crates or play games, including 'What's the time Mr. Wolf?' in the garden. Children develop secure relationships with staff. They confidently seek reassurance when needed, in the form of a supportive hand or a cuddle at the friendship bench. Staff support children in developing independence through well-established daily routines.

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

- Staff are highly skilled and knowledgeable and demonstrate a deep understanding of how children learn. They understand the importance of ensuring that all children receive a broad and balanced curriculum, containing a wide variety of experiences based on their differing needs and abilities. They plan and implement an exemplary, sequenced curriculum based on children's interests, regular research projects, and children's outcomes. All children make outstanding progress in relation to their starting points, including children with SEND and those from disadvantaged backgrounds. For example, children enthusiastically investigate, share ideas and predict as they make food and baby milk for the dolls in the role-play area.
- Staff are exceptionally skilled at developing children's communication and language skills. They use a range of strategies to support children's language, including talking clearly and giving children plenty of time to practise speaking. Staff listen and repeat any words that children say with Makaton signs for those at earlier stages of their development. For children who are non-verbal, staff use objects or pictures to help them to communicate. Their high-quality interactions and inspiring conversations help to develop children's vocabulary and confidence

in speaking very well. For example, children eagerly share ideas and make predictions as they make slime.

- Children thoroughly enjoy their learning and show a keenness to explore and discover. They develop a love of literature and know how to handle books. They are excited to listen and join in with stories. Staff encourage and ignite their imaginations as children confidently join in with familiar stories and predict what will happen next. Staff skilfully ask children questions during the book, linking what they are reading to their own feelings. Young children become immersed in the stories staff read to them. Older children develop high levels of confidence to lead these reading sessions themselves.
- Staff strive to provide children with rich experiences to ignite curiosity and discussion to help them to understand about the world and the people who live in it. Children actively enjoy taking part in gardening activities, planting herbs and learning to look after the planet as they re-use kitchen equipment to make a music station in the garden area. Children learn about each other's cultural background as they learn to count in friends' home languages and learn songs and listen to stories in languages other than their own.
- The manager and staff build impressive, effective relationships with parents. They get to know them and their children very well. The manager and staff engage parents in their child's learning and keep them updated about progress. Parents comment how home learning opportunities are effective in supporting children, particularly the food bags to support children's outcomes. This very strong partnership helps to raise outcomes for children to the highest level.
- The manager implements an extensive, highly effective system to support staff to further develop their knowledge and skills. Staff have opportunities to become 'champions' in various initiatives of the nursery. Recently, staff have improved their knowledge of sustainability and how to support children to re-use resources. Staff and children join in with 'staying fit', healthy and wellness initiatives. Children help staff to lead sessions and support each other to relax and remain calm. This helps to give staff a broader understanding of how children learn and develop. This impacts extremely well on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children's welfare is given utmost priority. Staff have an excellent understanding of the signs of abuse and neglect. They are confident to refer any concerns to the relevant agencies. Staff attend regular training and staff meetings to ensure they keep up to date with new safeguarding legislation. They also have strong awareness of issues, such as children and families at risk of radicalisation. The manager and staff know how to manage allegations about staff conduct. Procedures for recruitment and selection are extremely robust to ensure suitability of staff. Children play and learn in a secure, well-maintained environment, where staff are vigilant to any potential risks.

Setting details

Unique reference number	135104
Local authority	Westminster
Inspection number	10138256
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	2 to 4
Total number of places	30
Number of children on roll	50
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	020 7828 1922
Date of previous inspection	14 March 2016

Information about this early years setting

The Angel Nursery Community Nursery is part of the London Early Years Foundation. It opened in 1992 in Pimlico in Central London. The nursery operates from 9am to 4pm, term time only. Sessions run from 9am to 12pm and from 1pm to 4pm. The manager holds a level 6 qualification, one member of staff holds a level 4 qualification, seven staff hold qualifications at level 3 and one is an apprentice working towards a qualification at level 3. The nursery offers funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider 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 the evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children and staff spoke to the inspector during the inspection.
- The inspector carried out two joint observations of communication and language activities with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability 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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