

Inspection of Angels At Play Day Nursery

Park Road, Ware, Hertfordshire SG12 0AJ

Inspection date: 24 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and parents are greeted warmly by the friendly and professional staff. Children show that they are happy, safe and settled in this welcoming nursery. They develop close bonds with the caring and nurturing staff. For instance, babies who are new to the nursery enjoy cuddles with staff, which helps babies to settle. Children are confident and curious. They are extremely eager to explore the rich range of resources in their base room. Children are supported well to feel a sense of belonging. In the Kindergarten room, they are excited to see themselves in photographs displayed on the wall.

Children enjoy activities that are well suited to their age and stage of development, helping them to build on existing skills. Older children use toy fruit to support their understanding of how to solve mathematical problems, such as subtraction. Young children skilfully scoop seeds into bowls on a weighing scale. They compare which bowl is heavier and which is lighter. Children spend time working out which bowl they need to add more seeds, in order to make the scales balance. Babies enjoy the calm environment of the sensory room and are keen to explore. They discover how to make different sounds on toy kitchen equipment as they bang a spoon. Toddlers show fascination as they see an adult behind them in a reflective surface.

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

- Staff place a strong emphasis on supporting and developing children's language. In the baby room, they repeat and pronounce words correctly. Staff introduce new vocabulary, such as 'petal' and 'sprinkle' as babies explore real flowers. Staff provide commentary as children play. Older children use a range of language to share their knowledge of how fruits and vegetables grow. For example, they describe the size of a very large avocado stone as 'ginormous.'
- Staff are positive role models to children. They manage any minor disagreements calmly and praise children's achievements. This has a positive impact on children, helping them to develop a very good understanding of staff expectations. Children use good manners and show respect for each other. Older children regulate their own behaviour; they play harmoniously together, listening to each other's ideas. For example, they work out the best way to balance different-shaped wooden building blocks on top of each other to create complex structures.
- Children who speak English as an additional language are very well supported. Staff ensure they use their home language, as well as English, during play. This also helps other children to develop an understanding of the wider world. Staff work in partnership with parents and external agencies to effectively support children with special educational needs and/or disabilities.
- Staff use of the information they obtain from parents when children begin

attending to decide what children need to learn next. They keep parents consistently informed of their children's good progress, using a range of communication methods. Parents appreciate the ideas staff share to help support their children's learning at home. They comment how staff give their children 'the tools to learn, thrive and grow in the nursery'. The manager provides parents with guidance about how to keep their children safe while using the internet at home.

- The enthusiastic manager completes regular supervision meetings with staff to reflect on their practice and well-being. She identifies areas for improvement and provides training opportunities. However, while the manager closely monitors staff practice, some staff training is not yet fully embedded to consistently promote children's best possible development.
- Staff provide children with clear messages about the importance of a healthy lifestyle. The outdoor areas provide children with very good opportunities to build on their physical skills. Staff challenge children to throw beanbags long distances and develop good control of a football. Children are learning to assess risks under the close supervision of staff. They confidently balance on the top of a hill and climb the steps to the playhouse. However, staff do not consistently ensure that children are provided with a wide range of learning opportunities outdoors. This does not fully support those children who prefer to play outside.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training. The manager provides a range of opportunities to ensure their knowledge remains up to date. Staff know and understand their safeguarding responsibilities. They have a clear awareness of the indicators of abuse and demonstrate a good understanding of how to keep children safe. This includes any signs that a child may be at risk of exposure to extreme views or practices. Staff know what to do if they have any concerns about a child or the conduct of another member of staff. The manager follows robust recruitment processes to ensure that only suitable individuals are able to work with children.

What does the setting need to do to improve?

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

- strengthen ways to monitor staff's professional development to ensure training is fully understood and used to enhance the quality of learning experiences for all children
- extend the range of learning opportunities in the outside area, to support those children who prefer to learn outside.

Setting details

Unique reference number	2507294
Local authority	Hertfordshire
Inspection number	10194466
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	114
Number of children on roll	207
Name of registered person	Langley Gorse Day Nursery Limited
Registered person unique reference number	RP908105
Telephone number	01920485943
Date of previous inspection	Not applicable

Information about this early years setting

Angels At Play Day Nursery registered in 2018. The nursery is open from 7.30am until 6.30pm, all year round, except for one week over the Christmas period. There are 37 staff members who work directly with the children; of these, 11 hold relevant childcare qualifications at level 3 to level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lorraine Pike
Ann Cozzi

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspectors and manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by one of the inspectors and the manager. The inspectors observed the quality of teaching during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The inspectors held a number of discussions with staff at appropriate times during the inspection. Children interacted with the inspectors.
- The inspectors held a meeting with the manager and the childcare and education director. They looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspectors took account of the views of parents spoken to on the day and their written feedback. They discussed with the manager how she reflects on the service she provides.

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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