

Inspection of Little Angels Nursery & Out of School Club

204a Lowerhouses Lane, HUDDERSFIELD HD5 8JZ

Inspection date: 15 March 2022

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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are confident and eager to learn as they explore the wide range of activities that are provided for them. Children approach inspectors and tell them what they like about the nursery. They describe enjoying cooking and painting. Children's behaviour is good. Staff have high expectations for all children. They support children to behave well by praising good behaviour. Children are helpful and kind to each other. They develop a sense of responsibility as they become the 'little helper' for the day. They help to give out cutlery and bowls to the other children and take pride in the role.

Children demonstrate excellent physical skills as they take part in yoga sessions in the pre-school room. They balance on one leg and pose like a tree. They try hard to attempt each of the yoga moves and follow instructions from staff. Staff describe to children what they want them to do next and demonstrate the different poses.

Children develop a love of familiar stories, rhymes and songs from a young age. Babies sit together and listen as staff sing to them. They clap and make sounds as they try to follow the actions from the song. Staff share books with children regularly. Babies turn the pages and point to the pictures. Older children describe the different parts of the book, such as the 'blurb' on the back of the book, the front cover and the back cover. Staff talk to children about the author and ask children questions about what the author does. Children now know that the author writes the story.

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

- Staff use many opportunities for children to think for themselves. When preparing for a cooking activity, staff ask children what they need to wear. Children say they need to wear hats and aprons. They talk about why they need to wash their hands before cooking. When the pizzas are made, staff ask children what they need to do next with the pizza. Children answer that it needs to go in the oven to be cooked.
- Staff support children to develop their mathematical skills. They plan activities that support children to understand size, number and categories. For example, children sort 'bears' into groups of colour and size. They point out the small bears and then the big bears. Children count to 10 as they place the bears in a bowl. As a result, children are making good progress in their mathematical development.
- Staff are sensitive to children's needs. They comfort babies who are new to the nursery to help them to settle. They talk to parents about their child's needs and routines. Babies build bonds with staff who know them well.

- Staff focus on developing children's independence. Across the nursery, children serve themselves at mealtimes and access their own drinks. However, occasionally, the youngest children are not yet ready for this as part of their routine and need more support to take this next step in their learning.
- Children who speak English as an additional language are well supported. Managers ensure that children are supported by staff who understand their needs. Staff talk to parents about children's home language and provide opportunities for children to develop their English. For example, staff use picture cards with familiar objects and encourage play alongside peers.
- Parents praise the nursery and the staff who care for their children. Parents say that staff ask about their child's interests and needs when they first start at the nursery. They talk about how they are kept up to date about what their child is learning. Partnerships with parents are enabling a two-way flow of communication. However, a small number of parents say that they are unsure of how they can provide feedback about the nursery. This is limiting opportunities for managers to fully take account of parents' views when evaluating the provision. This is mainly due to parents not going into the building since the COVID-19 pandemic began.
- The newly appointed manager has a strong vision for the nursery. She has quickly established herself as a supportive leader, who recognises staff skills and areas for development. She spends time observing practice across the nursery and providing feedback to individual staff. She uses this knowledge to consider new training opportunities, that will help staff to develop a wide range of skills.
- Managers consider how the early years pupil premium funding can be best used to benefit individual children. They consider children's previous experiences and carefully plan activities that will support children to experience the wider world. For example, children are provided with opportunities to take part in trips in the local community. This is helping children to experience new opportunities they may not otherwise have.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have a good understanding of their responsibilities to keep children safe. Safeguarding training is a key part of the induction process for new staff. All staff know the signs that a child may be suffering from harm or abuse. Staff are clear about the procedures to report concerns and issues. This ensures that immediate action is taken when concerns arise. Effective risk assessment processes help to keep children safe in the nursery environment. Recruitment procedures are robust and appropriate checks are carried out to ensure all staff are suitable.

What does the setting need to do to improve?

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

- consider individual children's stage of development when planning activities and routines to build on all children's existing knowledge and skills
- develop existing methods of communication with parents to enable them to provide feedback that supports managers to further evaluate the provision.

Setting details

Unique reference number	EY448517
Local authority	Kirklees
Inspection number	10226679
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 11
Total number of places	142
Number of children on roll	169
Name of registered person	Shine Childcare Limited
Registered person unique reference number	RP904104
Telephone number	01484 423066
Date of previous inspection	5 February 2013

Information about this early years setting

Little Angels Nursery & Out of School Club was registered in 2012 and is located in Huddersfield. The nursery is managed by Shine Childcare Limited who also manage a number of other nurseries. The nursery employs 26 members of childcare staff. Of these, two hold a level 6 qualification in early years, 19 hold a level 3 qualification, one holds a level 2 qualification and five staff are working towards appropriate qualifications in early years. The nursery opens Monday to Friday for 52 weeks of the year, excluding bank holidays and over Christmas. Sessions are from 7.30am until 6pm. The nursery offers before- and after-school care as well as holiday provision. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Aimee Hill
Samantha Lambert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Discussions were held with parents, the manager and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum and how activities are planned.
- The manager and inspectors completed a joint evaluation of an activity.
- The inspectors reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates, policies and procedures.
- The inspectors observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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