

Inspection of Absolute Angels Nursery

5 Sandringham Road, Walton-le-Dale, Preston, Lancashire PR5 4QN

Inspection date: 13 April 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 are happy in the bright, vibrant nursery. They show that they feel safe as they hold staff's hands on walks in their local area. Staff have high expectations of all children, including those children with special educational needs and/or disabilities (SEND). All children behave well both in nursery and while on outings. Children are quick to follow staff's instructions and understand the routines that they must follow to keep themselves safe.

Children have positive attitudes to their learning and readily join planned activities or happily lead their own play. Children benefit from one-to-one and small group interactions. Staff know children well and plan activities to support their individual needs. For example, staff notice that the COVID-19 pandemic has affected children's social development. They plan interesting outings in the local community to help children to develop their social skills.

There is a strong focus on children with SEND and their needs are especially well supported. For example, staff plan regular outings to a sensory centre. Children with SEND show delight as they swing in a hanging chair and observe the colour-changing lights above them. This helps children to develop their senses as they learn about the world around them.

Staff help children to understand difference and similarity and how they are unique. Children learn about different family backgrounds and diverse heritage. For instance, they celebrate Lithuanian Independence Day and learn about the country's customs from their friends. This helps children to become prepared for life in modern Britain.

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

- Leaders plan a broad and ambitious curriculum based on what children already know and can do and what staff have identified that they need to learn next. They learn mathematical concepts, such as 'more' and 'less', as they fill and empty containers with sand and water. High-quality interactions with staff mean that children make good progress from their different starting points.
- Leaders have effective systems in place to monitor and assess children's progress. This enables staff to identify gaps in children's learning and development swiftly. Alongside the strong links with external agencies, such as the local authority, this means that staff can quickly access support for children's individual needs. This helps to ensure that they do not fall behind. Additional funding is spent to benefit individual children. For example, staff purchase resources to support children's understanding of different types of families.
- Relationships with parents are effective. They value the efforts that staff make

to support their children's individual needs and to plan exciting experiences for them. Parents visit for an Easter party. Children are fascinated by the life-sized Easter bunnies who come to visit them and lead them in a hunt for Easter eggs. Parents feel involved in their children's learning.

- Staff read stories to children and sing joyfully throughout the day. They change the words to songs which makes children laugh and encourages their memory skills as they try to join in. However, staff do not always model correct speech. This means that children's own speaking skills are not always promoted to the highest level.
- Staff support children to become increasingly independent. They encourage babies to take their first steps and scoop them up with glee and praise when they succeed. Staff encourage older children to challenge themselves to balance, climb and slide when they visit a soft-play centre. This promotes their physical health and well-being and helps them to learn to take appropriate risks. Children are developing skills which they will need in readiness for their eventual move on to school.
- Leaders are committed to the success of the nursery and to the provision for all children who attend. However, leaders do not always work together to ensure the efficient and smooth running of the nursery. For example, responsibility for ensuring that staff receive paediatric first-aid training is not well organised, leading to inconsistencies in the availability of appropriately qualified staff. As a result, where there have been no first-aid trained staff available, the nursery has needed to close at short notice. This results in children missing learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a broad understanding of safeguarding issues, such as the indicators of abuse, extremism and radicalisation. Leaders ensure that staff are trained to understand safeguarding procedures and what to do if they are concerned about a child. Staff complete safeguarding training frequently to ensure that their knowledge is current. For example, staff complete online courses about witchcraft and female genital mutilation. Leaders implement thorough recruitment procedures, helping to ensure that all staff are suitable to work with children. Premises are safe and secure. Leaders complete frequent risk assessments of areas accessed by children and when going on outings to ensure that children remain safe in their care.

What does the setting need to do to improve?

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

- streamline leaders' management responsibilities to develop the smooth running

of the nursery, so that children do not miss out on learning opportunities unnecessarily

- develop children's language skills even further by ensuring that staff consistently model correct speech.

Setting details

Unique reference number	2547037
Local authority	Lancashire
Inspection number	10221510
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	16
Number of children on roll	18
Name of registered person	Absolute Angels Nursery Ltd
Registered person unique reference number	2547036
Telephone number	01772 280241
Date of previous inspection	Not applicable

Information about this early years setting

Absolute Angels Nursery registered in 2019. It is operated by a private company. The nursery employs eight members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Amy Johnson

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 setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed the setting's curriculum.
- The inspector accompanied staff and children on an outing to a sensory soft-play centre.
- The manager and inspector completed a joint observation of an apprentice reading to children.
- The inspector spoke to staff throughout the inspection.
- Children spoke to the inspector about what they enjoy doing at nursery.
- Parents spoke to the inspector and their views were considered.
- Staff and children were observed interacting by the inspector throughout the inspection.
- Care practices and routines were observed by the inspector.
- A sample of relevant documentation, including staffs' qualifications, was viewed by the inspector and taken into account.

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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