

Report for childcare on domestic premises

Inspection date: 17 May 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children eagerly enter the welcoming nursery environment. They build exceptionally strong bonds with staff, and demonstrate that they feel safe and secure with them. Children are confident, have a desire to explore their environment independently and are inquisitive learners. They engage well in their play and learning. Children are curious and excitedly explore the wealth of resources available.

Babies squeal in excitement as they splash in water, get boats to float and pom-poms to sink, and explore the cardboard, foil and hazard tape rocket staff made. Toddlers show their love of books and stories. They share how the caterpillar in the book is also on a picture in the garden, and find corresponding toy insects and sort them into buckets. Toddlers are adept at manoeuvring safely round the garden.

Older children are exceptionally good at critically thinking, problem-solving and teamwork. They even have their own teamwork song. Children skilfully transport a water barrel together so they can remain hydrated. They work together to safely move lunch tables and to add longer canes to the peas they are growing. Children love being in forest school and competently construct, using real tools. They confidently share the rules they need to follow to stay safe, with each other and the inspector. Children demonstrate excellent manners. They share, take turns and show respect and compassion for their friends. Children's communication and vocabulary is continually built on from an early age.

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

- Managers are extremely reflective on their practice. They work with each other and staff to identify how they can continue to improve and build on the ethos of providing an exceptional learning experience for children to grow and develop in. Management and staff demonstrate their passion to continually provide opportunities and experiences that enable children to thrive.
- The provider, who is the manager, acknowledges that during COVID-19, some of her recruitment processes were not rigorously followed, which led to her having to take action. Since then, all management and staff processes have undergone a thorough review. Implementation of new checklists now ensures nothing is missed. A review of recent recruitment demonstrates that these are robust and ensures that staff are suitable.
- Management and staff make excellent use of everyday objects and recycled materials to create an inspirational environment where children are eager to explore and experiment. They recycle wooden spools into climbing steps, tables and dens. Wooden composters are turned into playhouses, and wooden poles become flag poles and shelter supports to provide shade during the day. Any

unused wood is used in the construction area or to make new resources.

Children demonstrate an excellent understanding of how to use these safely and how to keep themselves and their friends safe.

- Staff plan and provide an extremely clear and well-sequenced curriculum that managers monitor as they work alongside them. Staff know the children extremely well and pay meticulous attention to building on their learning, using their interests, in a way that excites and inspires children. There is an excellent balance between achievable and challenging activities to help children develop their skills to the highest level. Staff quickly recognise any gaps in children's learning and swiftly put interventions in place to support them to close these.
- Parents state they receive excellent communication from staff about their children's time in the nursery. They share how their children love attending and how they feel totally confident that their children will receive exceptional care and learning while they are at work. Parents appreciated the videos sent during the pandemic that kept them and their children in contact with staff and helped them to complement their children's learning at home.
- All staff have supervision and appraisals. They are encouraged to do both mandatory and non-mandatory training to continually develop professionally and become highly effective and knowledgeable practitioners. Apprentices are given excellent support from assessors and staff. Managers prioritise time for them to do their course work and act as positive mentors and role models.
- Children gain a great respect for the natural world and for living things. They develop an exceptional awareness of healthy lifestyles, enjoy freshly cooked meals and have good appetites. Children thoroughly enjoy eating pasta, vegetables, tuna and olives, and after a busy morning, often ask for seconds.
- Children from an early age develop a respect for each other. They gain an excellent awareness of each other's cultural backgrounds and enjoy experiencing traditions first-hand, whether through tasting Norwegian waffles, brown cheese and jam or learning about Sweden. Children also learn to help and support others and recently did a collection for Ukraine. Older children eagerly shared what they had brought in and why it was needed.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff are extremely secure in their knowledge of how to safeguard children. They have an up-to-date knowledge of the local safeguarding children partnership procedures and hold regular discussions. Staff demonstrate a great awareness of the signs and symptoms that may indicate a child is at risk of abuse. They are confident in what they would do with the information and where they would go with it. All staff felt confident that if they had a concern about an adult's actions, they would go to either a designated safeguarding lead or whistle-blow straight to the local authority designated officer. Staff embed a culture of risk assessing amongst themselves and the children to create a safe and secure learning environment.

Setting details

Unique reference number	EY446332
Local authority	Surrey
Inspection number	10220605
Type of provision	Childcare on 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	30
Number of children on roll	45
Registered person unique reference number	RP510891
Date of previous inspection	3 October 2016

Information about this early years setting

Glenangels Childcare registered in 2012. It is located in Cobham, Surrey. The setting operates on Monday to Friday from 8am to 6pm throughout the year, except Christmas, bank holidays and the last week of August. The provider, who is also the manager, holds early years professional status and, of the remaining nine staff, five are qualified to level 3. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Anne Nicholson

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 their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector throughout the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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