

Inspection of Angels At Play

Sucklings Yard, Church Street, Ware, Hertfordshire SG12 9EN

Inspection date: 3 August 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 settled and happy. Staff consistently talk with children, sing songs and read stories with them. Children respond well and engage in conversations with staff. This helps to extend their communication and language development. Children demonstrate strong imaginative skills. For example, as they explore water, using a range of resources, staff suggest building their own boat. Children move swiftly to collect resources and start building. Their engagement and interaction with staff is good.

All children have good opportunities to develop their physical skills. For example, they use static equipment to climb and balance on. Staff support children to take safe risks. They encourage children to practise their jumping as they leap off the static equipment, with staff support. Children smile happily as they achieve this. This promotes their confidence.

Children develop friendships with staff and other children. Staff use consistent strategies to support children if they get upset, following disagreements with one another, and they comfort children. However, sometimes when children struggle with regulating their behaviour, staff do not always support them to learn about the consequences of their actions.

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

- Partnerships with parents are effective. Staff communicate well with parents, sharing regular updates and information about their children's progress and ongoing achievements. This helps parents to support their children and extend their learning at home. Additionally, staff's ongoing relationships and collaborative working with other professionals are effective in supporting children's individual needs. For example, staff seek appropriate support from outside agencies as required. As a result, the interaction, support and reasonable adjustments made, improve children's daily care and education.
- Staff promote children's speech development very well. For example, they engage and interact warmly with children. Staff hold conversations with children and repeat words back, modelling correct language and pronunciation. This has a positive impact on children's language development.
- Children eat a range of healthy and nutritious meals that reflect and meet their dietary requirements. Staff support children to be independent. For example, at mealtimes, older children clear up after themselves. They confidently clear their plates and help to tidy up, chatting happily with staff and other children as they do so.
- Staff supervision and support is effective. The manager ensures that regular discussions and group meetings enable staff to identify their own strengths and

areas for improvement. Staff speak positively about their roles and how the manager's ongoing support and guidance promotes their professional development. This has a positive impact on staff.

- Children learn about the natural world. Staff encourage children to help care for the plants and trees that surround the outdoor area. Children engage in activities that extend this further, for example, they plant their own seeds to take home and watch grow. Staff teach children about the importance of looking after the seeds with water in order to see the flower flourish. They introduce new words, such as 'sprouting' and 'stems', which extends children's learning even further.
- The key-person system is effective. Staff demonstrate a good knowledge and understanding of their key children's individual needs and specific requirements. Children make choices about their play and enjoy exploring. Staff plan activities and experiences that reflect all areas of learning. This helps to engage children. However, on occasions, staff do not always engage younger children in activities and experiences that provide appropriate challenge and interest to them.
- Staff use effective techniques to increase children's learning and encourage them to think further. For example, as staff and children build houses and boats together, the staff ask children to think about what else they might need. Children are given sufficient time to think and respond and staff encourage children to share their ideas and listen to each other. This has a positive impact on children's personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of abuse that may indicate a child is at risk of harm. They know the correct procedures to follow if they have concerns and are confident to refer and report. Furthermore, staff are clear about whistleblowing procedures, if concerns arise about other adults. This helps to keep children safe. Regular opportunities for training and discussions enable staff to stay alert and up to date with their safeguarding knowledge. There are robust recruitment procedures in place to ensure that staff are suitable for their roles and staff's ongoing suitability is monitored by the management team.

What does the setting need to do to improve?

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

- support staff to help children regulate their own behaviour and learn about the consequences of their actions
- help staff to engage young children in activities and experiences that provide appropriate challenge and interest.

Setting details

Unique reference number	2507295
Local authority	Hertfordshire
Inspection number	10243824
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	48
Name of registered person	Langley Gorse Day Nursery Limited
Registered person unique reference number	RP908105
Telephone number	01920 485021
Date of previous inspection	Not applicable

Information about this early years setting

Angels At Play reregistered in 2018. The nursery operates Monday to Friday, from 8am until 6pm, all year round. The nursery employs 14 staff, of whom 10 hold appropriate childcare qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Rowley

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector held a learning discussion together to understand how the curriculum is organised.
- Children spoke to the inspector throughout the inspection. They told the inspector about the activities they enjoy taking part in.
- The inspector observed staff interaction with children during adult-led activities and reviewed this with the manager.
- A number of parents spoke with the inspector during the inspection. The inspector took account of their views and feedback.
- The inspector reviewed a sample of the provider's documentation, including staff suitability and first-aid qualifications.

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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