

Inspection of Little Angels @ Woolton Village Nursery And Pre-School

31 Woolton Street, Liverpool L25 8RP

Inspection date: 1 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 thrive in this caring nursery. They quickly settle as they arrive, greeted by the enthusiastic and nurturing staff. Children's emotional well-being is supported through the positive relationships that children form with staff. Children feel safe and secure. Children are polite as they ask their friends 'excuse me, please'. They are kind to each other and share and take turns well.

Children learn about diversity and the wider world through a range of activities and discussions, including finding out about different cultural celebrations. Staff have developed a good relationship with a local care home. Children visit the older people who live there and leave them cards and drawings. They have visits from the fire service and dentists. Leaders have recently adopted a lion to discuss the care and importance of animals in other countries. This develops the children's understanding of people and the place where they live.

Children of all ages demonstrate high levels of confidence. They can independently access a wide range of resources that spark their interest and curiosity. Staff weave mathematical concepts throughout children's play and at routine times of the day. Children are encouraged to count out farm animals and place a value on the total number they select. In addition, they count how many items of food are on their plate at mealtimes. Children are developing positive attitudes to learning.

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

- Staff understand the needs of their individual key children. They assess children's developmental needs with the help of parents, as they settle in at nursery. The experienced staff continually review whether children have retained the knowledge and understanding that they gain. From this they plan more challenging next steps in learning, based on children's interests. Children enjoy activities based on what they know and can do. For example, staff adopt a sensitive and caring approach in helping children to use the toilet. This promotes children's confidence, self-esteem and sense of achievement.
- Children benefit from quality conversations with staff, who comment on what they are doing. Staff introduce new vocabulary, such as 'snore', while reading stories. They point to objects in books and encourage babies to repeat words. Babies join in with the actions of nursery rhymes sung by enthusiastic and passionate staff. This helps to develop children's language skills well.
- Children benefit from daily fresh air and exercise. The well-organised and stimulating outdoor area provides many opportunities for children to develop their physical skills. For example, children of all ages confidently climb apparatus and delight in obstacle courses. They use crates and lengths of wood to build a climbing structure to walk and balance across. This helps them to use the



- structure safely, while challenging their physical skills.
- Staff promote being healthy by encouraging children to make healthy choices. For example, children are given the choice between a wide variety of exotic fruit at lunchtime. Many of the children choose a healthy piece of fruit and name the 'pineapple' or 'watermelon' as their favourite. They describe the fruit as 'yummy' and 'tasty'.
- Staff provide exciting learning experiences for children. For example, children learn about how to recycle effectively and the benefits this has on the environment. All children enjoy outdoor forest-school activities. This includes sensory experiences for babies and toddlers, where they explore natural materials. Pre-school children benefit from regular visits to a nearby forest and experience fire and toasting food. These activities help children to manage risk and solve problems.
- Parents confirm that they feel their children are safe and well cared for by all staff. They explain how information is shared with them and how they are encouraged to support their children's learning at home. Parents confirm that their children have learnt a range of skills since attending the nursery.
- Leaders are ambitious and are committed to providing high-quality care for children. They provide staff with good opportunities for training and encourage professional development. This helps staff to enhance their knowledge and skills and improve outcomes for children. Staff comment that they feel well supported and their workload is manageable. However, at times, some staff do not maintain full knowledge of the nursery procedures, as expected by the leaders. On occasion, some practices, such as some parents' verbal handover, are not consistent.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are clear about their role in protecting children. They demonstrate a secure understanding of the signs and symptoms of abuse which may indicate that a child is at risk of harm. Staff are aware of the reporting procedures and those with designated responsibility are fully aware of referral processes to make if they have concerns about a child. There are robust recruitment checks in place to ensure that staff who are working with children are suitable. This helps to keep children safe. Staff are effectively deployed and supervise children well.

What does the setting need to do to improve?

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

■ review the impact of staff supervision, coaching and mentoring to ensure all nursery procedures are maintained and that practices are consistent.



Setting details

Unique reference number2550637Local authorityLiverpoolInspection number10233445

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

1 to 4

Total number of places 60 **Number of children on roll** 65

Name of registered person Little Angels Nurseries (Woolton Village) Ltd

Registered person unique

reference number

2550636

Telephone number 01514284225 **Date of previous inspection** Not applicable

Information about this early years setting

Little Angels Nursery @ Woolton Village registered in 2019. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzy Marsh



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 inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector looked at relevant documentation, including checking the suitability of the staff.
- Discussions were held with the manager and staff during the inspection.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.
- Children spoke to the inspector during the inspection.

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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