

Inspection of Little Angelz Day Nursery

Angels House, 54 Humberstone Gate, Leicester LE1 3PJ

Inspection date: 16 September 2022

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and have good relationships with staff. They enjoy learning each other's names and making new friends. Children follow well-established routines which enable them to settle quickly. For example, they make a 'train' to move between rooms by placing their hands on each other's shoulders. Children are able to explore safely, indoors and outdoors. They are reminded to sit down as they come down the slide to ensure they don't fall. Children respond immediately when they are asked to keep the sand in the correct area. They remind each other of these rules. All children sit together for meals. The older children support the younger ones by showing them what to do. Children become independent as they pour their own drinks and serve their own food. They are confident to ask for help if needed.

Children's behaviour is excellent. On arrival they greet each other with smiles and say good morning. They invite other children to join in their play and make space for them, happily passing and sharing resources. Children share explanations about how they are feeling if something upsets them. Rules are understood by all children and staff, so expectations are consistently high. Children help to tidy up and regularly sit together for group activities. They are enthusiastic to learn. Children ask questions to find out information, and they listen carefully. Staff follow children's interests when setting up activities. This helps learning to be relevant to each child.

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

- Staff enable children to learn, as they plan activities which build on their interests. They encourage counting and help children to explore during their play. Staff regularly encourage children to use their fingers to help them count objects. They generally ask questions to check children's understanding. However, staff sometimes ask questions in quick succession and do not always allow children the time to think and respond.
- Children show curiosity and enthusiasm. Staff give lots of praise and encouragement so children feel confident to try new things. For example, children experiment with scissors. They cut herbs and talk about the textures and smells. They work together to push the cut herbs into play dough and wait for another turn with the scissors. Children praise each other by clapping when someone does something well. They show kindness and patience as they wait for their turn. Children provide support for their friends when they struggle to get the play dough out of tubs.
- Children are encouraged to be independent. From a young age they learn to tidy away toys and look after each other by being caring. Children pass resources to one another, including tissues that they use to wipe their own noses. Children

ask for help to open the bin for the rubbish. They learn to take off their own shoes and coats.

- Leaders have a good understanding of what the setting needs to do to improve. They have focused on developing maths and science to enable children to make more progress in these areas of learning. Leaders work closely with families and give additional support if needed. They plan activities for children to have opportunities they may not always experience elsewhere. For example, children enjoy visits to see the birds at Tropical Bird Land and select books from the library. However, staff do not always offer enough challenging support during child-led activities, to help children further expand their knowledge as they investigate and explore.
- Parents speak highly of the setting. They state their children are well cared for and feel well informed about how children are progressing. Parents confirm they are able to speak to staff if they need advice or support. Parents who speak English as an additional language are well supported. Staff ensure they understand the information being given by using translators. Staff use cooking to integrate home cultures into the setting. Children learn together through each other's experiences at home.
- Children with a range of needs are well supported. There are spaces for children to relax and learn skills to be able to play well with their friends. Leaders work well with outside agencies to support children who need extra help. They form good relationships with schools to ensure children are well prepared for their next stages of learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding and how to keep children safe from harm. They attend regular training to keep their knowledge up to date and join in safeguarding discussions during team meetings. Staff are able to recognise the signs and symptoms of abuse. They demonstrate a sound understanding of potential concerns, such as county lines, domestic abuse and 'Prevent' duty. Staff are clear regarding how to record and report any concerns. Leaders follow safer recruitment procedures and check the ongoing suitability of staff.

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 fully challenge children during child-led activities, to help expand their knowledge as they investigate and explore
- use questioning techniques more precisely to allow children enough time to think and respond, to support their thinking, communication and language skills

further.

Setting details

Unique reference number	EY463996
Local authority	Leicester
Inspection number	10106594
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	2 to 4
Total number of places	52
Number of children on roll	26
Name of registered person	Little Angelz Day Nursery Ltd
Registered person unique reference number	RP907330
Telephone number	01162 519329
Date of previous inspection	4 August 2015

Information about this early years setting

Little Angelz Day Nursery registered in 2013. It is situated in Angels House, in the city centre of Leicester. The nursery employs seven members of childcare staff. The manager holds a level 4 qualification. The other staff hold a level 3 or level 2 qualification. It is open Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Edwards

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 provision.
- The managers and the inspector discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff, children and parents during the inspection.
- The manager and inspector carried out a joint observation of an activity together.
- The inspector held discussions with the managers.
- The inspector reviewed a sample of documentation, including the suitability of staff 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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