

# Inspection of Angels

St. Annes Catholic Primary School, 289b Bosworth Drive, Birmingham, West Midlands B37 5DP

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Inspection date: 26 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

There is an exceptionally calm and welcoming atmosphere within the setting. Children settle quickly, and thoroughly absorb themselves in their chosen play. They enthusiastically join in with all the exciting and interesting activities staff plan. Children relish learning in the outdoor provision and develop their physical skills as they skilfully negotiate the climbing frame. They show high levels of curiosity and engagement as they explore and compare the different dinosaur figures. Children excitedly share experiences with their friends. They giggle with delight as they explore bubbles and show each other the bubbles they have made. Children develop a strong sense of belonging. This is promoted through staff's warmth and genuine affection. Excellent first-hand experiences help children to learn about their local community. They visit the library and the local shops, which gives them a real insight into the world around them.

Children's behaviour is impeccable. They demonstrate high levels of respect for each other and the resources they play with. Children wait patiently for their turn to play with the toys and eagerly help to tidy them away afterwards. They thrive on the praise they receive, building their confidence and self-esteem, and staff celebrate their achievements. All children, including those with special educational needs and/or disabilities (SEND), are making huge leaps in their development.

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

- Managers and staff are passionate about providing children with high-quality learning opportunities. They have a superb understanding of the ambitious curriculum they plan to ensure all children make outstanding progress in all areas of learning. Staff place a strong emphasis on encouraging children to develop their independence. Highly skilled staff help children to understand their emotions. This helps children to become calmer and more engaged with their learning.
- Staff plan a range of fantastic purposeful play opportunities which follow children's interests and ensure that children are eager to engage and learn. They successfully plan learning that is sequenced to build on what children already know and can do. For example, staff support children to progress using equipment with varying levels of challenge according to their age and stage of learning.
- Leaders and staff are reflective and evaluate their practice well. They have adapted the curriculum to take into account the effects of the COVID-19 pandemic on children's communication and language skills. Staff introduced an arts programme where children were encouraged to explore a range of different arts while using descriptive language. This enabled children make rapid progress in their speaking skills and helped their confidence to soar.

- The move between the setting and the school is seamless, with staff supporting children exceptionally well in both settings. An extremely effective key-person system helps children to build secure bonds with staff. Staff swiftly attend to children's emotional needs, offering praise, encouragement and reassurance when needed. This helps to continually promote children's overall well-being.
- Support for children with SEND is exceptional. Staff use early assessments to quickly identify where children may need additional support with their learning. Their swift action and excellent partnerships with other professionals ensure that children receive targeted support. This results in children receiving highly precise support which helps to close gaps in learning.
- Parents express their complete satisfaction with the setting. They are provided with in-depth information, and staff share resources so that parents can continue to support their children's learning at home. Stay-and-play sessions organised by staff in the summer and autumn term are well attended. This helps children to become familiar with the setting before starting.
- Staff welfare is given a high priority. They feel exceptionally well supported by leaders. Staff attend further training to build upon their current knowledge and ensure children achieve the best possible outcomes.
- Staff consistently reinforce their expectations of children's behaviour. For example, they calmly remind children of the rules of the setting. Staff praise and encourage children regularly throughout the day. Children thrive on these positive reinforcements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff give the utmost priority to ensuring children are safe and protected. They have an excellent knowledge and understanding of signs and symptoms of abuse and neglect. Staff are very secure in their knowledge regarding who to contact should they have any concerns about children's welfare. Robust recruitment procedures and regular checks of staff's ongoing suitability ensure all staff are suitable to work with children. Children are learning the importance of keeping themselves safe. Staff talk to them about climbing safely on the outdoor equipment and ensuring there is enough space around them, so they do not bump into other children.

## Setting details

<b>Unique reference number</b>	2568168
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10239160
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Saint And Angels Before And After School Club Ltd
<b>Registered person unique reference number</b>	2568166
<b>Telephone number</b>	01217798060
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Angels registered in 2020 and is situated in Birmingham. The setting has three members of staff, all of whom hold appropriate early years qualification from level 2 to level 4. It is open Monday to Friday from 11.30am until 3.15pm during term time only. The setting provides funding for free early years education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jos Bucknall

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and early years phase leader carried out a joint observation with the inspector during a focus activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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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