

Inspection of My Little Angels Day Nursery

My Little Angels Day Nursery, Aveley Road, Upminster, Essex RM14 2TN

Inspection date: 23 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this friendly nursery. They play with their friends and explore the different activities. Children feel at home, and know staff very well. They have high levels of self-esteem.

Children enjoy spending time outside. They go out in all weather. Children find their coats and wellies themselves and call for their friends to play in the garden with them. Outside, all children are busy. They learn to ride on scooters and bicycles. Children make mud pies and talk about their ingredients. They use their imagination. For example, a member of staff says, 'this is delicious, what flavour is it?' and the children tell her it tastes of banana.

Children learn to use tools safely, including scissors. They cut out pictures of their favourite toys from catalogues, and talk about them. Children use play dough. They giggle happily with their friends as they knead, roll and shape the dough.

Children are happy. They have warm relationships with the staff in the setting. Children listen to stories and staff ask them questions about books. They laugh together with staff and talk about what they like doing. Children go to managers and staff for cuddles and reassurance. They feel secure and safe and behave well.

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

- The managers and staff plan a curriculum which supports children to become self-confident and independent. All staff understand and share the aims of the curriculum.
- Staff are knowledgeable about how children learn. Children can explore lots of activities which help them to develop a range of skills.
- Managers and staff find out what children know and can do. They share this information with parents. This helps children to extend their learning at home. Staff know the children well. They use this knowledge to plan activities that interest the children. Children want to learn and are keen to try new activities with familiar staff.
- Managers and staff find out what children need to learn next, and they use this information to plan learning opportunities for all children. However, sometimes links between children's next steps and planned activities are not strong enough, and children are not consistently challenged in their learning.
- Staff support children's communication and language development well. They interact positively with children. Staff understand how to teach new vocabulary to the children. Children make good progress in their speaking and listening. Children who speak English as an additional language are supported by staff and encouraged to use both languages.

- Overall, managers and staff have high expectations of all children in the setting. They support all children to reach their learning milestones. Children with special educational needs and/or disabilities are particularly well supported. Managers seek support from external agencies when children need extra help with their learning. They work alongside parents to access support. All children are ready for the next stage of their education.
- Managers and staff understand the importance of a healthy lifestyle for young children. They spend time planning healthy food that the children enjoy. Children enjoy eating their lunch together and chatting to their friends. Children spend a lot of time outside. They play in the garden throughout the day. All children spend time every week in the local forest. Managers and staff know this supports children's physical skills, resilience, and self-confidence.
- Managers and staff understand that learning about difference is important. However, managers do not plan opportunities for children to share their home cultures with their friends, to support their understanding of the differences between them.
- Managers and staff support children's mathematical development through interactions with children. However, managers recognise that this is an area for development. They are working to improve access to mathematical activities that the children can access in their play.
- Parents report that they are happy with the care children receive at the nursery. They talk about the progress children make in their learning. Parents say that they receive regular information from managers and staff about their child's learning.
- Managers are reflective of their practice and regularly plan training to further develop their knowledge. They plan professional development opportunities for all staff. Managers undertake supervisions of staff regularly. They give regular feedback. This helps staff to keep their knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a clear understanding of their responsibility to safeguard children. They know the signs to look out for that a child may be at risk of harm. Managers and staff carry out regular risk assessments to help keep children safe. All staff receive regular safeguarding training to refresh their knowledge. Staff are able to talk about wider safeguarding concerns. They know how to report concerns to the appropriate authorities.

What does the setting need to do to improve?

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

- develop children's understanding of different cultures beyond their own

- implement the curriculum more effectively, to give children more opportunities to engage in activities, that are sufficiently challenging and linked to their next steps in learning
- further develop the organisation of activities to support children to consistently and securely learn mathematical concepts.

Setting details

Unique reference number	2570844
Local authority	Havering
Inspection number	10250860
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	28
Name of registered person	Delucia, Christopher
Registered person unique reference number	2570843
Telephone number	01708222450
Date of previous inspection	Not applicable

Information about this early years setting

My Little Angels Day Nursery registered in August 2020. It is located in the London Borough of Havering. The nursery is open from 8am until 6pm, all year round. There are six members of staff. Of these, one holds a childcare qualification at level 6, one holds a qualification at level 5 and three hold qualifications at level 3 or above. The nursery provides funded early education for children aged two, three and four years. The nursery offers care for older children during the school holidays.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- 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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