

# Inspection of Little Angels Nursery School

416 Clock Face Road, Clock Face, ST. HELENS, Merseyside WA9 4QS

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Inspection date:

25 October 2022 - 1 December 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Leadership and management require improvement in order to be good. This is due to a failure to notify Ofsted of required information. Nevertheless, children are well cared for at the nursery. They are happy and safe. Children play outside every day, which helps to support their physical development. Children make good progress in their learning. Children have a variety of opportunities to explore outside of the nursery. For example, children visit a museum, travelling by bus and train. They take part in fundraising that helps them to understand and show consideration for others. Children also join litter picks in the surrounding area. These help them to understand the community they live in and their place within it. Children gain real-life experiences to support their learning, such as visiting the shop to buy baking ingredients.

Children learn how to brush their teeth. They understand why they need to brush them and how long to do it for. They practise on large toy teeth, taking turns to brush them. Children behave well. Staff set high expectations for children's behaviour and conduct. Children show kindness and consideration towards each other. They share and take turns well. Children learn about people who are different to themselves. For example, parents attend the setting to read stories in other languages and to share their culture with children. This helps children to understand the diversity of the world around them.

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

- Ofsted has not been notified about changes to the nominated individual of the company. While this breach in requirements demonstrates a weakness in leadership and management, it does not impact on the safety, care or education of the children attending.
- Children learn through high-quality teaching from staff. However, next steps for children do not always focus accurately on what they need to learn next. They do not always match children's needs. This means that teaching is not always focused on the most important areas for individual children.
- Children with special educational needs and/or disabilities receive support to help meet their needs. For example, staff work towards individual small targets to help children make progress a bit at a time. However, additional support is not always sought from external agencies as quickly as possible. This means that, at times, children are waiting for the support they need.
- Children behave well. They respond to adults and follow instructions. Children show respect for one another. For example, pre-school children wait patiently as they share craft materials, showing kindness as they share stickers with their friends. This helps to create a positive atmosphere, where children play and work together.

- Children are encouraged to take manageable risks in their play. For example, as children climb on apparatus, staff hold their hands but encourage them to try by themselves. This helps children to develop determination and resilience.
- Staff have positive relationships with children. They know children well, which helps them to meet their needs. For example, staff talk to children about what is happening as their nappies are changed. This helps children to feel settled and secure.
- The manager's evaluation of staff practice is not always accurate. For example, the manager does not identify when staff reinforce misconceptions when teaching children about healthy foods. This means that staff do not always receive effective feedback in order to develop and improve their practice.
- Additional funding is used well to help to support individual children. For example, mathematics apparatus has been used to support and challenge children. Children who receive additional funding make good progress in their learning.
- Staff provide good support for children's communication and language. For example, staff repeat keywords for toddlers, such as 'splash' and 'one, two, three'. Staff talk about what they are doing so that babies hear lots of new words. This helps children to develop their language skills over time.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the different types of abuse and what signs they are alert to. They are confident in their knowledge of how to report any concerns they have. Staff take part in regular training to keep their safeguarding knowledge up to date. The nursery considers how they will keep children safe when they leave the premises. Risk assessments are completed to help them to identify any potential hazards. They ensure a high number of staff are present. Children wear high-visibility clothing that includes contact details for the nursery. This helps to keep children safe.

## What does the setting need to do to improve?

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

- enhance next steps for children so that they accurately focus on what children need to learn next
- strengthen procedures for seeking support from other agencies so that children and families receive the support they need as quickly as possible
- develop observations of staff so that feedback can be given that will help staff to improve their practice.

## Setting details

<b>Unique reference number</b>	EY493829
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10236736
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Little Angels (St Helens) Limited
<b>Registered person unique reference number</b>	RP534925
<b>Telephone number</b>	01744819551
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

Little Angels Nursery School registered in 2015. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and a week at Christmas. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications between level 2 and level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Amanda Richards  
Layla Davies

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the nursery and have taken that into account in their evaluation of the nursery.
- The manager, deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspectors.
- The inspectors carried out a joint observation with the manager.
- The manager provided the inspectors with a sample of key documentation on request.

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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