

# Inspection of Little Angels Day Care

St Edmundsbury Primary School, Grove Road, Bury St. Edmunds, Suffolk IP33 3BJ

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Inspection date: 14 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children arrive and are warmly greeted by friendly staff. They form close bonds with staff members, who are kind, caring and nurturing. This helps them to feel safe and secure in this stimulating home-from-home environment. Children are confident to explore the abundance of activities on offer. They become captivated as they examine the ice in the garden. Children use small hammers to chip away at the ice. They tell staff it looks like 'diamonds' as it breaks into small pieces and share their thoughts and ideas about where ice comes from. They recognise that their warm hands make the ice melt. Older children tell staff that when the ice melts it turns into water. Children learn new words, such as 'crunchy' and 'frosty', as they play.

Children are confident and motivated to learn. They become independent through repetition during daily routines. As a result, children know to put their coats on before going outside and to wash their hands before mealtimes. Children show delight as they make reindeer biscuits. They recall the recipe and tell staff what ingredients to use, such as flour, butter and ginger. They confidently tell staff the biscuits need to go in the oven to cook.

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

- Staff create an ambitious curriculum that follows children's interests and builds on what they already know and can do. Children experience a wealth of opportunities that enhance their learning. They use a range of one-handed tools to make marks in the sand. Children pour water into different sized containers as they play in the water tray. They explore which objects float and sink and learn new words, such as 'empty' and 'full'.
- Children benefit from a language-rich environment. All children, including children who speak English as an additional language, are well supported. Staff narrate children's play and continuously chat to them. They introduce new words such as 'smooth', 'yuck' and 'slimy'. Staff skilfully repeat words back to children and allow them time to copy and build on their growing vocabulary.
- Staff offer a range of activities for children to engage in. Older children interact with musical instruments and experiment with making the sounds loud or quiet and fast or slow. Toddlers enjoy messy play. They scoop up the 'gloop' mixture with their hands and show awe and wonder as they watch it melt between their fingers. However, staff are not always consistent in creating opportunities to further enhance toddlers' learning.
- Staff read stories with enthusiasm and a sense of wonder. As staff read a story about a Christmas tree, children share their thoughts and ideas about what decorations they will put on their tree. Children call out 'fairy lights' and 'baubles'. Babies look at books independently, lifting the flaps to see the pictures

underneath. Older children snuggle up together and retell stories they know well. Children choose a book from the lending library to take home and share with their family. Staff are fostering a love of stories.

- Children behave well. They take turns and share. Children are polite and say 'please' and 'thank you' when interacting with others. They show they are caring and kind as they look after the setting's pet guinea pig, who is called Domino. Children are gentle as they hold and stroke him. They give him water, food and straw for his bedding.
- Staff enthusiastically use opportunities and activities to increase children's understanding of mathematical development. They weave this throughout all aspects of learning. Staff challenge children to weigh out 'more' or 'less' flour on the weighing scales during a cooking activity. As a result of this, children are learning about mathematical concepts such as weight and measure, number recognition and counting.
- The management team leads the setting with a strong sense of direction. This motivates staff to continually improve their knowledge and skills. The management team values staff as the most important asset of the setting. Staff state that they feel respected and valued.
- Partnerships with parents are strong. Parents speak extremely highly of the management team and staff. Staff keep parents updated on their children's development and next steps. Parents describe the setting and staff as 'amazing'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the importance of their roles in keeping children safe. They have a good understanding of the signs that could indicate a child may be at risk of harm and know the correct procedures for reporting any concerns. Staff undertake regular training and have a secure understanding of wider safeguarding concerns such as the 'Prevent' duty, county lines and female genital mutilation. The manager carries out thorough risk assessments and knows how to identify and minimise any risks or hazards immediately to keep children safe. The manager implements effective staff recruitment procedures and undertakes regular checks to ensure that staff remain suitable.

## 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 consistently create opportunities that further enhance toddlers' learning and development.

## Setting details

<b>Unique reference number</b>	EY497003
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10263355
<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>	1 to 10
<b>Total number of places</b>	38
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Little Angels Bury St Edmunds Limited
<b>Registered person unique reference number</b>	RP527853
<b>Telephone number</b>	07572065165
<b>Date of previous inspection</b>	28 April 2017

## Information about this early years setting

Little Angels Day Care registered in 2015. The setting operates from the grounds of St Edmundsbury Primary School. The setting employs seven members of childcare staff, who all hold an appropriate early years qualification at level 2 and above. One member of staff holds early years teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Diane Middleton

## 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 manager and has taken that into account in her evaluation of the provider.
- The inspector carried out a joint observation with the manager.
- The manager and inspector conducted a learning walk together and discussed how the curriculum is planned and implemented.
- The inspector held a meeting with the manager and reviewed documents, including staff suitability information and training certificates.
- The inspector spoke to parents and took their views into consideration.
- Discussions were also held with the staff and children at appropriate times throughout 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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