

# Inspection of Little Angels Day Nursery

Hollybrooke House, Newtown, Stonehouse GL10 3RW

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Inspection date: 13 December 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

The new manager has identified that several improvements are required to ensure children are safe and develop well. However, these have not yet been sufficiently implemented. As a result, there are several breaches to the early years foundation stage requirements, which compromises children's safety and learning.

The manager has only been in post a few months, and during this time has managed the loss of several qualified staff, alongside prioritising what needs to change to improve the quality of the nursery. New and unqualified staff are attending training to help develop their knowledge and skills. In addition, staff have accessed training to improve safeguarding knowledge. However, staff have not yet had time to fully embed their new knowledge and, as a result, weaknesses in practice remain. Some staff work consistently with the children. However, other staff change frequently so they do not know children well enough. These staff do not build good enough relationships with children and their families. They do not have the time needed to share important information with parents. This means that parents do not know what their children are learning, or how to support them when there are gaps in learning. Children, including those with special educational needs and/or disabilities (SEND), do not make the progress of which they are capable.

Children have opportunities to play and learn indoors and outdoors. While some staff interact with the children, for example, through reading stories or singing rhymes, they do not provide consistent support to keep children interested and motivated. Children lose interest and do not engage well in activities. They do not receive help from staff to manage their behaviour. For example, they snatch toys from others or drop toys on the floor and leave them.

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

- Not all staff have the skills necessary to help children learn well. Children's play and learning are often disrupted. For example, staff working with the children are frequently interrupted to answer the door or telephone. Furthermore, during a group time with the older children, staff leave the activity to check whether they can take children into the garden. Children become confused about what they should be doing. They become distracted and start fiddling with shoelaces and toys. When staff want younger children to listen to a story, they do not explain this to their colleagues or to the children themselves. As a result, some children are taken to have their nappies changed and others play with the cars instead of sitting to look at the book.
- The new manager is supporting staff to put in place a curriculum to help children learn and develop. However, this is not yet fully implemented. Staff do not have

a good understanding of what children know and can do, and activities and experiences are not tailored to meet children's individual needs. For example, staff working with the older children provide activities to help them learn about letters and sounds. Some children are more enthusiastic and take over the activity, but staff overlook the quieter children and do not provide enough time for everyone to be involved, to hear and say the sounds correctly.

- Children are not learning to care for their play spaces, the resources or each other. Younger children snatch toys from others. Staff do not notice or support children to share well. Older children decide to play with the water, but they do not have enough resources to keep them engaged. Some are distracted and draw on the walls with pens, but staff do not see this. When children finish playing, they walk away leaving toys and books over the floor. Pages in books get torn and children and staff trip over the toys. Staff do not support children to understand how to manage the potential risks, and do not encourage them to help tidy up.
- Staff do not help children develop their self-care skills or learn about good hygiene practices. Staff working with the younger children provide cups for children to have a drink. However, because these get left on the floor, children take each other's cups and drink from them. At other times, children pick up and suck dummies that have been left on the floor by others. Staff are distracted by other tasks and children so they do not notice when this happens.
- Younger children enjoy exploring plastic bottles filled with water, glitter, coloured pom-poms and stars. They turn the containers up and down exclaiming in delight as they watch the items inside moving about. Older children develop good physical skills outdoors. They ride the tricycles round the garden and practise balancing as they walk across the stepping stones.
- The new manager has identified weaknesses in practice, such as improving partnership with parents and providing better support for children with SEND. Furthermore, she understands the need to give help to children so they understand expectations for behaviour and she wants to provide a high-quality education. She is fully committed to making the necessary improvements to planning an effective curriculum and providing all staff, new and old, with secure knowledge for keeping children safe. However, changes made so far have had limited impact.

## Safeguarding

The arrangements for safeguarding are not effective.

The new manager has provided updated training for staff on how to keep children safe. Although staff have developed some understanding of the potential signs and symptoms that may mean a child is at risk of harm, they do not fully understand how to refer concerns, and how this information should be shared. Staff do not carry out effective risk assessments of the play spaces children use. They do not encourage children to put toys and resources away after they have finished playing with them, which leads to accidents and damage to the toys. This compromises children's safety and well-being.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure all staff fully understand how to safeguard children, including how to refer concerns in line with local safeguarding children partnership procedures	03/01/2023
ensure staff are deployed effectively to meet the needs of all children, and to keep them safe	03/01/2023
implement effective hygiene procedures especially for the younger children, to minimise cross-contamination and cross-infection	03/01/2023
ensure key persons meet children's individual needs, including sharing information with parents so they can support children's development at home, and access specialist support where needed	18/01/2023
ensure managers and staff take all reasonable steps to minimise or eliminate risks to keep them and children safe, including helping children understand how to care for their play spaces and toys	18/01/2023
ensure managers and staff communicate and use consistent strategies to support children's behaviour, and provide clear messages to help children understand expectations and develop good attitudes for learning	18/01/2023
create a curriculum that builds on what children know and can do, so they can make the best possible progress.	14/02/2023

## Setting details

<b>Unique reference number</b>	EY476294
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10266060
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	97
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Golden Mountains Ltd
<b>Registered person unique reference number</b>	RP533618
<b>Telephone number</b>	01453 824555
<b>Date of previous inspection</b>	7 September 2018

## Information about this early years setting

Little Angels Day Nursery registered in 2014. It is located in Stonehouse, Gloucestershire. The nursery opens each weekday, from 8am to 6pm, all year round, except for bank holidays. There are 19 staff working with the children. One member of staff holds an appropriate childcare qualification at level 6 and one holds an appropriate childcare qualification at level 5. Eight members of staff hold appropriate childcare qualifications at level 3 and two hold appropriate childcare qualifications at level 2. The nursery receives funding for free early education for children aged three and four years.

## Information about this inspection

### Inspectors

Anita McKelvey  
Amy Montgomery

## 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The inspectors spoke to children, to find out about their time at the setting.
- The lead inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The second inspector carried out a joint observation of a communication and language activity with the manager.
- The inspectors 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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