

Inspection of Angel Place Nursery

Angel Place Nursery, 193-195 Angel Place, Fore Street, LONDON N18 2UD

Inspection date: 7 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children confidently arrive in the morning and happily say 'goodbye' to their parents. They quickly settle as they receive a warm welcome from staff. Children have good opportunities to follow their interests. This is because staff plan an exciting curriculum that is focused on their individual learning needs. Staff have high expectations for all children and work closely with outside professionals and parents. This helps to ensure that all children, including those with special educational needs and/or disabilities (SEND), receive the support they need to make good progress.

Children behave well. Older children develop strong friendships as they find a quiet area to share books together. They play cooperatively as they take turns to be the shopkeeper in the role-play shop. Children are supported to feel a sense of belonging. For example, they are excited to share photos of their families, which are displayed in the nursery. Children proudly talk about their parents and their baby siblings. They demonstrate they feel safe. Children establish secure attachments with staff. Babies seek staff out for cuddles and reassurance, while older children approach adults to show them models they have made.

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

- Managers have worked hard since the previous inspection. This is reflected in the overall quality of the curriculum. There has been a strong focus on training and staff supervision. This has improved the quality of teaching. Stronger links with health professionals and parents ensure that required progress checks are carried out in a timely way. Partnership with the local authority special educational needs coordinator has strengthened. This has helped to improve outcomes for children.
- Managers make good use of early years pupil premium to enrich children's education. They employ external providers, such as sports coaches, to enhance children's physical development. Children enthusiastically engage in these sessions, where they learn many skills and develop good coordination. Children say that they love music and drama sessions, which are focused on supporting children's well-being. Funding has also been used to buy specialist resources for the sensory room.
- Staff place a strong focus on supporting children's communication and language development. Older children enjoy 'listening' games when they play outside. They confidently express they can hear birds singing and an aeroplane flying. Younger children's communication is supported through regular singing and story time sessions. However, there are times during the day when high noise levels impact on children's ability to listen and concentrate, and some children with SEND become unsettled.

- Staff plan a variety of adult-led and child-initiated activities for babies. These cover the prime areas of learning well. Babies are given the opportunity to explore and play with sensory materials across the indoor and outdoor areas. Staff support closely while allowing babies to be independent. They make sure that there are enough resources for each child. Where this is not possible, staff use consistent positive reinforcement to teach children to share with each other. Children independently take off their shoes and find their beds when it is time to have a nap after their lunch.
- Children are supported to understand good hygiene practices. They are developing valuable self-care skills as they are encouraged to serve their own food and to help themselves to more if they remain hungry. Children eat well as they enjoy a variety of healthy meals and snacks. However, some children wait a long time before their food is ready, and younger children become restless.
- Partnership with parents is a strength. Parents express they are very happy with the care and learning experiences offered to their children. Parents say that they feel reassured by managers, who listen to their ideas and work with them to support their children. Parents' comments include, 'I trust them so much with my children. Even though we moved house and are further away, we have kept our children here.'
- Staff express they are happy in their work. They say they feel supported by managers, who are always there to listen and guide them. Staff express they value the opportunities they have to attend professional training.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff have a good understanding of the nursery's safeguarding policies and procedures. Staff receive regular training and demonstrate they are confident in their roles and responsibilities to keep children safe. Managers review staff's ongoing suitability and are confident of their responsibility to notify the relevant authorities of any allegations against staff. Children are kept safe in the nursery as staff continually risk assess the environment. They teach children how to keep safe. For example, children know how to manage the stairs safely and to only go up and down one step at a time.

What does the setting need to do to improve?

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

- review the noise levels continually in all rooms to help children with SEND to feel settled and to support older children's abilities to enhance their listening and concentration skills to support their move to school
- review transition arrangements at lunchtimes so that children do not wait too long for food, with little to occupy them.

Setting details

Unique reference number	EY421660
Local authority	Enfield
Inspection number	10238134
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	1 to 4
Total number of places	124
Number of children on roll	137
Name of registered person	Angel Place Nursery Limited
Registered person unique reference number	RP906918
Telephone number	02088077847
Date of previous inspection	31 March 2022

Information about this early years setting

Angel Place Nursery registered in 2011. The nursery employs 40 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 or above, which includes a qualified teacher. The nursery is open from Monday to Friday all year round, except for bank holidays and the first two weeks in August. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is also in receipt of early years pupil premium.

Information about this inspection

Inspectors

Siobhan O'Callaghan
Catherine Greene

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The managers and one of the inspectors had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspection was carried out by two inspectors. They observed practice and the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspectors talked with staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations with staff. This included a joint observation with the manager of the lunchtime routine.
- The managers showed the inspectors documentation to demonstrate the suitability of staff. They also shared a variety of documents to demonstrate how they work in partnership with outside professionals to support children with SEND.

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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