

Inspection of Little Angels Nursery

Little Angels Nursery, 30 Bochum Parkway, SHEFFIELD S8 8JR

Inspection date: 30 March 2023

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

The provision is good

Children are engaged and eager to learn while being supported by staff who have high expectations of children. Children behave well. Staff praise them for their good behaviour, such as using 'kind hands' and sharing with their friends. Children demonstrate their understanding of feelings and emotions as they comfort other children when they are upset. Children are familiar with routines. For example, they stop and wave their hands in preparation to tidy up at the end of the session.

Children benefit from hearing a vast amount of language throughout the day. Staff comment on what children are doing. They ask them questions about what they have made and what they are going to do next. Staff give children time to respond and model language. Staff use familiar rhymes and stories to help children to practise their language and communication. Older children enjoy acting out 'The Gruffalo', while younger children sing rhymes and songs as they join in with the words and actions. Children are confident communicators.

Children enjoy exploring the world around them. For example, they dig and look for sticks and bugs in the forest school. Children grow their own vegetables to make soup and snacks and learn about flowers and plants. They tell their parents that the 'flowers are in bloom' on their way to nursery because they remember what they have learned. Staff teach children about what keeps them healthy, such as the benefits of eating fruit and vegetables. Children are physically active outdoors. For instance, they take part in hunts for dinosaurs and jump from one log to another. Children and staff have positive relationships. Staff are caring and nurturing. They are sensitive to those children who are not yet confident to speak out in a group.

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

- Managers have designed a curriculum that builds on what children already know and can do. Staff carefully observe children and consider what they should teach them next. All children make good progress in all areas of learning.
- Staff promote children's early mathematical skills consistently throughout the day. As children confidently count to 10, staff count with them to higher numbers to help to build on their existing skills. Staff talk to younger children about the colours of the blocks as they build towers.
- Staff support children to think for themselves. Outdoors, they ask children what they need to build a cave and encourage them to find the materials they need. However, this is not always consistent and, sometimes, staff do not take this further to encourage children to think more deeply. Occasionally, staff ask children thoughtful questions, but then quickly move on if children do not answer. This does not help those children who are ready for school to become

confident and independent thinkers.

- Staff are sensitive to the needs of babies. They sing with them while they wait for their lunch to keep them calm. Babies are encouraged to try and feed themselves and are supported when they are unable to. Staff talk to children about what they are going to do during care routines. Babies develop the confidence and skills to be ready to move on to the next group in the nursery.
- Children with special educational needs and/or disabilities (SEND) are very well supported by knowledgeable staff. They have individual support plans that have been carefully thought out in partnership with parents. Staff consider the best ways to help children with SEND to develop their skills and knowledge and give them the extra help that they need.
- Partnership with parents is strong. Parents describe how they are well informed about their children's learning. They comment that the termly themes and shared learning help them to help their children at home. Parents attend stay-and-play sessions, where they learn together with their children. For instance, they grow plants and explore shape, space and measure.
- Managers support staff to develop their own skills and knowledge. They provide regular training opportunities and have worked quickly to develop the skills of a relatively new staff team. Staff benefit from regular supervision sessions, where they can identify any development needs. Managers use performance management processes to enable staff to understand the ambitious vision of the manager to ensure consistently high-quality teaching across all staff. However, these are not yet fully embedded due to the new staff team.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to ensure that children are kept safe from harm. Managers have recently improved risk assessment processes. They have shared the changes with staff to ensure that children are safe and secure when they are in the setting and outdoors. Staff are able to identify signs of abuse or harm. They know what they must do if they are concerned about a child and ensure that concerns are reported immediately so that children are quickly supported and protected. Managers have secure processes to manage concerns about staff's practice. All staff are clear about what they must do in the event of an allegation against a member of staff.

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 develop their skills further to extend children's learning and independent thinking skills when undertaking adult-led play
- ensure that all staff consistently share the manager's ambitious vision for the

curriculum and quality of education.

Setting details

Unique reference number	EY501464
Local authority	Sheffield
Inspection number	10271171
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	0 to 4
Total number of places	62
Number of children on roll	80
Name of registered person	Little Angels Nursery Pre-School (Yorkshire) Limited
Registered person unique reference number	RP910711
Telephone number	01142376668
Date of previous inspection	1 August 2018

Information about this early years setting

Little Angels Nursery registered in 2016 and is located in Sheffield. The nursery employs 14 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 2 or higher, including six at level 3 and three at level 6. The nursery opens for 51 weeks of the year, from 7.30am until 6pm, Monday to Friday, except for bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Hill

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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- 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, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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