

Inspection of Little Angels Nursery Ltd

25-27 High Street, Harlesden, London NW10 4NE

Inspection date:

15 February 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 provider does not always ensure the safety and welfare of the children, due to significant weaknesses in leadership and management. This includes a lack of understanding of safe recruitment processes, risk assessment and safeguarding children. Therefore, children's safety is not assured. Despite this, children arrive happily at this nursery and receive a warm welcome from staff. They settle quickly to explore the environment. Staff encourage children to develop their independence skills and children follow simple instructions generally well. For example, when returning inside after outdoor play, children will find their coat pegs and are encouraged to hang up their coats.

Staff support children as they play, and help children make links in their learning. For example, when a child recognises that a fish should be placed in water, staff help them to make the connection to creatures and their habitats. However, staff do not consistently implement curriculum aims for children's communication and language development and their mathematical skills to a good level. As a result, although children are well behaved, they occasionally become frustrated and lose interest in activities and routines.

Staff quickly identify children with special educational needs and/or disabilities to provide additional support measures. Children benefit from the close partnerships with outside professionals to ensure they have the best opportunity to gain equal access to the nursery curriculum.

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

- The provider does not ensure that there is a robust safe recruitment procedure in place for all staff. This means children are cared for by some adults who do not have suitability checks in place.
- Leaders have not ensured that a robust risk assessment is in place to minimise and reduce risk. Leaders fail to recognise potential hazards for children, such as loose tiles in the bathroom, and have not taken immediate action to keep children safe.
- Statutory policies and procedures in the nursery have not been followed by all levels of staff to ensure children are kept safe. For example, the use of mobile phones should be consistently adhered to by all staff, including leaders. This places children at risk from harm.
- Staff do not have consistent knowledge of who to report to if they have concerns about a member of staff's behaviour towards children. As a result, children are put at risk.
- Leaders know what they want children to learn. However, not all staff have confidently put the leader's curriculum aims into practice. For example, staff do

not extend children's communication and language skills consistently well and miss opportunities to ask interesting questions and use descriptive language. This reduces the opportunity for children to build vocabulary and join sentences together, particularly for those more reluctant to speak. At such times, children are less engaged in learning.

- Children learn about numbers. However, staff do not use all opportunities to ensure there is consistent teaching of mathematical language throughout the nursery. This results in children not fully developing their early mathematical skills during their everyday activities.
- Children learn independence skills. When going into the garden, some children are taught the process of putting on their coat in small steps to reach their goal, supporting their understanding of the task.
- Children experiment with resources which encourage their imaginations. For example, children pretend fish are swimming in the sea, swooping in and out of the frothy water.
- Children have lots of opportunity for outdoor play. They use the climbing frame to boost their physical development through stretching and balancing.
- Children are provided with freshly prepared meals, and they prepare healthy snacks to share with the group, which consider individual dietary requirements.
- Children learn to wash their hands before meals and model adult routines by helping to clean the tables after mealtimes.

Safeguarding

The arrangements for safeguarding are not effective.

The leadership team are not fully aware of their roles and responsibilities as safeguarding leads. There is not a robust safe recruitment procedure in place which, as a result, does not keep children safe. Ongoing suitability checks are not in place to identify the possibility of recent disclosures. Staff understand the signs and symptoms of the different kinds of abuse, however, there is not consistent knowledge of who to make a referral to if they have concerns about a member of staff. A safeguarding policy is in place, which includes the use of mobile phones, however, the procedures are not adhered to by the leader and, as a result, can put children at risk.

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 immediate risk is identified and removed where possible to keep children safe	28/04/2023

ensure all staff know their safeguarding responsibilities and know when they need to make the necessary referrals to other professionals	28/04/2023
ensure the mobile phone policy is adhered to by all staff	28/04/2023
ensure there is a robust safe recruitment procedure implemented for all staff.	28/04/2023

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

- reinforce the use of mathematical language in all areas of the nursery, so that children continue to develop the necessary building blocks to excel in mathematics
- be more consistent in how the curriculum for language and communication is delivered.

Setting details

Unique reference number	137803
Local authority	Brent
Inspection number	10265284
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	31
Number of children on roll	29
Name of registered person	Little Angels Nursery Ltd
Registered person unique reference number	RP527930
Telephone number	020 8961 4927
Date of previous inspection	1 June 2017

Information about this early years setting

Little Angels Nursery Ltd registered in 2000. It is situated in the London Borough of Brent. The nursery is open each weekday from 8am to 6pm and operates all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs five members of staff, including the cook, who hold relevant early years qualifications ranging from level 2 to level 5.

Information about this inspection

Inspector

Jacqueline Halpin

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 to the provider.
- The deputy and inspector completed a learning walk together.
- The manager, deputy and inspector discussed the curriculum.
- The inspector spoke to a parent and staff and took their views into account.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with leaders about their vision and nursery practice and procedures.
- The inspector observed interactions between staff and children.

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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