

# Inspection of Little Angels day Nursery

127 Woodhouse Lane, Manchester M22 9NW

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Inspection date: 6 March 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Children's safety is compromised in this nursery. This is because leaders have poor oversight of the quality of the nursery. Numerous breaches of the 'Statutory framework for the early years foundation stage' exist. Leaders do not ensure that staff have the necessary safeguarding knowledge required to keep children safe. For instance, staff are not able to talk confidently about who they would report concerns about the welfare of children to. Furthermore, leaders do not ensure that the recruitment and induction process of staff is robust. A lack of ongoing support for staff means that they are unable to fulfil their roles competently.

Children's care and learning needs are not met. The key-person system is not effective and staff do not have a detailed understanding of how to support children's individual needs. Children's learning and development is not appropriately planned for. Often children engage in free play and do not benefit from purposeful, planned activities to help them to make good progress.

Despite these weaknesses, children are happy. They independently select what they would like to play with and enjoy exploring sand, making train tracks and creating pictures. Children behave well given their ages and stages of development. They show an awareness of routine as they get their nappy changed and help to tidy up ready for lunch and outdoor play. Staff give clear explanations to children about unwanted behaviour, such as climbing on furniture. This helps children to understand what is expected of them and learn right from wrong.

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

- The leadership and management of the nursery is weak. Leaders do not have a good enough understanding of the quality and care provided for children and of the day-to-day running of the setting. The provider, who acts as the manager currently, is seeking to employ a qualified and experienced manager, but this has not yet been achieved. Therefore, leaders do not identify weaknesses in practice, the quality of education is poor and children do not make the progress they are capable of.
- Leaders do not ensure that the vetting processes and induction arrangements for new staff are robust. There are inconsistencies in the information that staff have received, particularly relating to the nursery's policies and procedures. This means that staff are not always clear on what is expected of them. Consequently, children's safety is not assured.
- Leaders do not yet have effective arrangements in place for the supervision of staff. Staff do not receive detailed feedback on their practice to help them improve the quality of their teaching. Staff do not receive the coaching and support they need to deliver an ambitious curriculum. Therefore, children's

individual learning needs are not met.

- Children do not benefit from a successful key-person system. Currently, two members of staff are assigned the key-person responsibility for all of the children attending the nursery. Staff have begun to receive training on the role of the key person. However, leaders have not yet assigned children to key staff so that relationships can be built with children and their families. Consequently, children's individual needs are not always met.
- Leaders are able to describe what it is they want children to learn. However, this is not evident in staff practice. The nursery's curriculum intent is not fully understood by staff. Children are not consistently motivated, engaged and stimulated through fun and purposeful, carefully planned learning opportunities. Therefore, children are not ready for their next stage in learning.
- Staff do not use observation and assessment robustly to determine children's next steps in learning. Furthermore, they do not gather precise information about children's existing skills and abilities. Consequently, they do not promote children's good progress from the start.
- Leaders have not carefully considered the unique needs of individual children when deciding how to spend additional funding allocated to them. This is because they do not have a precise understanding of where children are at in their learning and development and where they may need additional support. Therefore, suitable support for children is not in place.
- Children enjoy spending time outside. They develop their physical skills as they travel along planks of wood and operate wheeled toys. Children develop the muscles in their hands as they fill and empty containers in the sand tray. They use chalk to make marks and explore sensory objects. Consequently, children make some progress in their physical development.
- Parents are happy with the feedback they receive on their children's time in nursery. They comment that staff are friendly and helpful.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders do not ensure that staff fully understand their safeguarding responsibilities. While staff have received training, some are unclear on who they should report any concerns about children's welfare to. In addition, not all staff have a thorough understanding of the role of the local authority designated officer and how to report concerns about a colleague's practice or conduct. Despite clear internal policies regarding the safe recruitment of staff, the majority of staff have commenced their employment without appropriate vetting processes being carried out. This compromises children's safety as staff suitability has not been fully assured. Staff are able to describe possible signs and symptoms that may indicate a child is at risk of harm.

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

**The provision is inadequate and Ofsted intends to take enforcement**

**action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure all staff have a thorough understanding of safeguarding, in particular the procedures for reporting concerns about children and managing allegations	31/03/2023
ensure effective systems, including vetting processes, are in place to determine if people looking after children are suitable to fulfil the requirements of their roles	31/03/2023
ensure all staff receive detailed and thorough induction training so they know and understand the nursery's policies and procedures and their roles and responsibilities	31/03/2023
implement a robust system of supervision and coaching to ensure staff are supported to develop their practice	31/03/2023
ensure there is an effective key-person system so staff can meet children's individual care and learning needs, including use of any additional funding children may be in receipt of.	31/03/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
devise and implement an effective curriculum so that children are consistently motivated, engaged and stimulated through fun and purposeful learning opportunities	07/04/2023

ensure staff effectively use assessments to understand what children know and can do, and to shape teaching and learning experiences to support children to make good progress	07/04/2023
gather precise information about children's existing skills and abilities and use this information to plan purposefully from the outset.	07/04/2023

## Setting details

<b>Unique reference number</b>	2688720
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10281390
<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 6
<b>Total number of places</b>	68
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Little Angels Day Nursery Ltd
<b>Registered person unique reference number</b>	2688718
<b>Telephone number</b>	00447855387762
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Angels Day Nursery Limited registered in 2022. The nursery opens Monday to Friday, from 7.30am until 6.30pm, with the exception of bank holidays and one week at Christmas. The nursery employs five staff to work directly with children in addition to the deputy manager and manager who are also directors. Of these, one holds a qualification at level 5, one at level 4, two at level 3 and three hold an appropriate early years qualification at level 2.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account of their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with leaders, staff, children and parents at appropriate times during the inspection.
- The inspectors looked at a sample of documentation, including the suitability of staff, childcare qualification certificates and evidence of first-aid qualifications.

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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