

# Inspection of Little Angels Day Nursery

Hollybrooke House, Newtown, Stonehouse GL10 3RW

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Inspection date: 16 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Children are safe and secure in this nursery. Children are eager and excited to engage in play and learning. Younger children explore jigsaws and successfully place the shapes into the correct space. Staff label the shape names alongside them, introducing mathematical language. Older children learn the importance of a healthy lifestyle. They choose foods they like; staff ask if this is a 'good' food. Children share their thoughts and say that some foods give us energy and other foods are OK to have as treats. Staff skilfully support children and give them opportunities to recall what they already know.

The manager and her team have worked hard to improve since the last inspection. Staff report that they are now better supported. They receive ongoing training to continue to build on their knowledge and enable them to fulfil their roles successfully. The manager and staff are enthusiastic about creating and providing an ambitious curriculum, putting children at the centre. Children have a positive attitude to learning.

Children build meaningful relationships with staff and peers. They confidently seek adults when they need support or reassurance. They enjoy cuddles with them. Young children greet each other with excitement when they see each other in the garden. When it is time to go inside, children wave and say 'Bye!' excitedly to their friends. Older children work together to change their doll's nappy. They share resources and show each other what to do. They play cooperatively together. Children learn the importance of interactions with others.

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

- The manager has an ambitious, clear vision for the nursery. She, alongside her staff team, continues to work hard to create and implement a broad, meaningful curriculum that puts the children at the centre, to ensure that all children get the best learning experiences while at nursery.
- Staff generally support and extend children's language and communication skills well. Older children learn about life cycles. Staff encourage children to use words they have already learned, such as 'chrysalis' and 'frogspawn'. They give children opportunities to share their thoughts and they listen with intent. However, younger children are not always given enough time to think and respond in conversation. For example, at mealtimes, staff serve younger children their lunch; they tell them what it is and that it's 'yummy'. Younger children are not always given the opportunity to develop their early conversation skills.
- The key-person system is effective. Staff know their key children well and how they are going to support them to reach the next stage in their learning. Parents say that they are well informed about what their children are learning at

nursery. They are also much better informed about how to support their children's learning at home. They report that there has been a positive improvement in communication and speak highly of the changes. Parents and children are well supported.

- Children with special educational needs and/or disabilities are well supported. The manager and staff work closely with outside agencies to ensure that these children receive individualised care. Staff receive training and guidance on strategies to best support children. Staff implement these effectively and consistently with children who need it. Children are confident and engaging.
- Staff create exciting activities to challenge older children in their learning. They eagerly engage in a mathematics activity. Children use their hands to 'splat' the dots that match the numbers shown. Staff skilfully challenge children by asking them if they took '1' dot away from '10', how many would there be? However, staff do not always use opportunities that arise to challenge younger children in their learning. For example, during a creative activity, children explore materials. Staff do not give those that are capable further challenge to use resources in a different way. Not all children are supported to make the progress they are capable of.
- All children have lots of opportunities to develop their physical skills. They run, jump and climb with confidence in the garden. Young children explore various-size balls and post them into tubes. Older children develop their balance when they use climbing equipment. Children become physically confident.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has worked hard to upskill her team's safeguarding knowledge since the last inspection. Staff speak confidently about how they would address any safeguarding concerns relating to the children. They recognise signs and symptoms that may be indicators that a child is at risk. Staff know the procedure to follow should they need to escalate concerns about a child's welfare or a staff member's conduct to outside agencies. The manager and her staff provide a safe, secure environment for children to play and learn. They also teach children the importance of being safe in the sun and older children are supported to apply their own sun cream.

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

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

- give young children more time to think, answer and respond, to further develop their language and conversation skills
- continue to develop staff knowledge and understanding of how to extend and challenge the youngest children's learning further, to optimise their progress.

## Setting details

<b>Unique reference number</b>	EY476294
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10271711
<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>	1 to 4
<b>Total number of places</b>	97
<b>Number of children on roll</b>	103
<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>	13 December 2022

## 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, one holds a level 5, nine members of staff hold a level 3 and two hold a level 2. The rest are unqualified. The nursery receives funding for free early education for children aged three and four years.

## Information about this inspection

### Inspectors

Sarah-Louise Clements  
Marie Swindells

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspectors during the inspection.
- The inspectors spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspectors.
- The inspectors 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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