

Inspection of Little Angels Day Nursery

Golborne Children's Centre, Talbot Street, Golborne, Warrington WA3 3NN

Inspection date: 24 May 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive excited to start their day at this homely and welcoming nursery. Friendly and familiar staff greet children warmly. Children put their belongings away and seek out their friends to play. The outdoor area is accessible all the time for children to explore. Children do this with interest and curiosity. They choose from a range of activities available to them. For example, children choose to work together to make bridges and balance beams with planks and crates outside. This promotes their cooperation, communication, perseverance and physical skills. Children begin to discover what they are capable of doing when they work together. Babies enjoy exploring the sand trays outside. Staff cuddle and comfort them when they need reassurance. This helps children to feel settled, safe and secure.

Children have very good behaviour. This is because staff model good communication skills. Staff have high expectations of every child. They want children to build on what they already know and can do through appropriately challenging activities. Staff encourage children to take turns and to be patient. They listen to children and give them time to think and respond. As a result of this, children learn to listen to each other. This helps them to develop mutual respect for others.

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

- Managers and leaders have a focused vision for what they want children to learn here. They aim for children to have a high level of well-being and resilience. This is to prepare them for the next stage in their learning, including school. This helps children to develop confidence in themselves.
- Staff have good knowledge of how children learn. They plan activities to help children to make steady progress and embed their learning. For example, children make numbers in the flour tray as staff support them to count out loud. This helps children to build on what they already know and can do and promotes learning mathematics in an enjoyable way.
- Children learn good communication and language skills. Staff quickly identify if a child needs support with this. They put in place strategies that support each child and their family while they access external support. This means children make consistent progress.
- Children show high levels of motivation in their play and learning and behave well. This is because children learn through activities that have been carefully planned to their interests and developing skills. For example, staff encourage children to try again while threading spaghetti strands. This helps children to learn to persevere.
- Mealtime routines are not consistent across all age ranges or throughout the

day. Staff pour children's drinks, serve their lunch and snacks. They also cut up children's food most of the time. When staff do give children the opportunity to do these tasks, children are unsure of how to do them. This is because the teaching of these skills is not consistent.

- Supporting staff is an important part of how leaders and managers ensure consistent well-being for everyone. Staff report a balanced workload. They say they can comfortably talk to the management team about any issues or concerns. As a result, staff feel confident in their work.
- Leaders and managers ensure staff training is up to date and relevant. They discuss with each individual staff member what training they can do to further improve their knowledge to benefit children. Leaders and managers support staff to ensure training is targeted. This helps staff to build on their good practice.
- Parents are extremely complimentary about the service they receive and the care of their children. They speak very highly of the staff and say they go above and beyond to support their child. They know what their child is working on to make progress. This helps parents to be more involved in their child's early education.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding processes. All staff have completed safeguarding training. They know what would make them concerned about a child's safety and well-being and a colleague's conduct. They are confident to report any issues in the correct manner. The nursery is well maintained and clean. Staff complete regular risk assessments to help ensure that the nursery is safe for children and staff. The nursery is secure, which keeps children safe. For example, access to the nursery is via key-coded doors. A password system is also in place to ensure unauthorised persons do not collect children.

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 effectively help children to develop independence and self-care skills consistently across all age ranges, particularly during meal and snack times.

Setting details

Unique reference number	EY415060
Local authority	Wigan
Inspection number	10280397
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	0 to 4
Total number of places	52
Number of children on roll	82
Name of registered person	Little Angels (NorthWest) Limited
Registered person unique reference number	RP530034
Telephone number	01942777616
Date of previous inspection	18 August 2017

Information about this early years setting

Little Angels Day Nursery registered in 2010. The nursery employs 16 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 3 and two hold qualifications at level 2. The nursery opens Monday to Friday, from 7.15am to 6pm, all year round, with the exception of one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jasmin Sanders

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 her evaluation of the provider.
- The inspector and manager undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector spoke to parents about their experiences of care, education and involvement at the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with staff to evaluate the impact of the curriculum on outcomes for 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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