

Inspection of Little Angels Day Nursery

Coventry Muslim Resource Centre, Red Lane, Coventry CV6 5EE

Inspection date: 15 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enter a spacious environment that is safe and secure. Clear relationships between staff and children are in place. Children enjoy different sensory experiences, such as playing in the sand and water. Babies enjoy using rollers and their hands to make patterns with various paints. They enjoy using pretend vacuum cleaners to clean the carpet, and they sit with staff to look at books. Cuddles and reassurance are given and received between staff and children.

Clear routines throughout the nursery day help children to feel secure. Staff ring a bell to let children know when a change is going to occur, such as before mealtimes and when they need to tidy the toys away. Children play well alongside adults and their peers. Sharing is encouraged, and praise is given to children in recognition of their achievements. However, some children display unacceptable behaviour, and strategies for dealing with this are not consistent.

Children make independent choices and follow their interests. However, the quality of teaching across the nursery does not support children to make the best possible progress. While staff plan activities, they do not extend and challenge children enough to ensure they gain the most from the experiences available to them.

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

- The manager has clear aims and objectives for providing high-quality care and learning. The same curriculum is in place throughout the nursery and adapted to recognise the differing ages of the children. However, planning and practice do not reflect each other, which means that children's learning is not extended to ensure they gain the most from the activities.
- Staff observe and assess children's level of development and use this to plan activities to support children's future learning. However, arrangements for monitoring teaching practice are not effective. What is planned and thought to be happening by management is not, which impacts on children's learning. Activities do not challenge and extend children's learning because staff tend to supervise rather than engage with children. Staff focus on some children more than others, which impacts on children's progress.
- Staff are skilled in speaking various languages. This helps to support parents and children who speak English as an additional language as they start their placement in nursery and throughout. Parents share that they are happy with the service provided.
- Children benefit from plenty of fresh air and exercise and enjoy spending time outside in the garden. A free-flow system enables them to choose where they spend their time. Activities are taken from the inside into the garden area, and children sit quietly looking at books and sharing them with their friends. Children

have the opportunity to make marks and enjoy role play outdoors, where they recreate familiar events.

- Children's care needs are incorporated into the day, and they rest and sleep when they need to. Nappy changing routines help children to remain comfortable throughout the day. However, toilet training is not given high enough priority by staff. As a result, not all children are prepared to use a toilet before their move to school.
- Children enjoy a wide variety of freshly prepared meals and snacks. Individual dietary needs and preferences are known. Information is displayed for all staff to see to ensure that children do not access foods that are unsuitable to them. Staff eat their lunch with the children, acting as positive role models. Fresh drinking water is available to children, although it is not easily accessible to them. For example, water in the toddler room is placed on a work top, which is too high for children to safely reach the cups and jug of water.
- Strategies for handling behaviours children display are not implemented effectively. While staff are able to talk through the way they should deal with behaviours children present, this is not reflected in their practice. Staff ask children who are spraying them with water not to do it. When children run into nursery from the garden, around the room and then back outside, staff tell them not to. However, staff do not explain to children why their behaviour is unacceptable or try to engage them in another activity. This results in the behaviour continuing, which is then ignored. This does not promote children's understanding of right from wrong.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate an appropriate knowledge and understanding of how to safeguard children. They are fully aware of the referral procedures should they have a concern about a child in their care. Staff understand the procedures to follow if they have a concern about the practice of a colleague. Recruitment procedures are thorough, and required checks are completed to ensure that staff are suitable to care for children. Risk assessments enable staff to swiftly identify possible hazards in the environment and take action to keep children safe. There are procedures in place to ensure that the premises remain secure and that children are only released into the care of known adults.

What does the setting need to do to improve?

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

	Due date
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improve the quality of teaching and learning across the seven areas of learning, to provide children with more stimulating and engaging activities	28/07/2023
implement effective supervision of all staff by providing coaching, training and professional development opportunities to help them to understand and fulfil their roles and responsibilities	28/07/2023
ensure a consistent approach to managing children's behaviour in order to build children's awareness of right and wrong and of what is expected of them within nursery	07/07/2023
provide support for older children to manage their own basic hygiene and personal care needs, in particular with regard to using the toilet	28/07/2023
ensure fresh drinking water is available and accessible to children at all times.	07/07/2023

Setting details

Unique reference number	2632064
Local authority	Coventry
Inspection number	10298571
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 8
Total number of places	109
Number of children on roll	119
Name of registered person	The Coventry Muslim Community Association Limited
Registered person unique reference number	2632062
Telephone number	02476581888
Date of previous inspection	Not applicable

Information about this early years setting

Little Angels Day Nursery was established in 2004 and registered by the current provider in 2021. A team of 10 staff are employed to work with the children, and all hold early years qualifications ranging from level 2 to level 6. The nursery is open all year round, Monday to Friday, from 8am to 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tracey Boland
Vicki Abrahart

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the deputy manager and room leader.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors spoke with the manager about the leadership and management of the setting.

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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