

# Inspection of Angels Childcare

In Total Fitness, Kingsley Road, Lincoln, Lincs LN6 3TA

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Inspection date: 22 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Management and staff have successfully driven improvements, making this setting an educational, caring and safe place for children to be. Children grow in confidence and independence. They are safely introduced to risky and physical play from an early age. Babies negotiate their bodies as they climb up to peer out of the window, smiling as they see their friends play outside. They explore what happens when they clap their hands in flour, developing their dexterity as they do so. Older children and staff adventure into the adjoining gym, showing great enthusiasm and excitement as they run, jump and skip in the large spaces made available. There is a warmth and busyness in the setting. All children are well supported by staff to learn and develop.

Thoughtful resource planning by staff, and attentive teaching, means that children can progress in their learning and development through building on what they already know and can do. Activities increase in challenge and staff are ambitious when considering the curriculum. Children make links between their knowledge because the activities cover a range of learning and development topics. Babies and toddlers make connections between words and objects when staff tell stories using props. Toddlers develop their love and familiarity of reading further as staff revisit the same story throughout the day. Staff in the pre-school room provide relevant books at each activity station so that older children begin to understand the important role that literacy has in learning. Overall, children's learning experiences are fun and purposeful.

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

- Some of the previously identified weaknesses have since become this setting's strengths. A restructure of the management team has underpinned the improvements made. The provider has become more involved in the running of the setting. She has a better oversight of practice and has worked tirelessly to address and maintain the changes needed, which benefits both staff and children.
- A clear and age-appropriate curriculum has been developed. Children build on their knowledge and skills as they progress through the setting. Opportunities for children to practise skills are provided so that their learning becomes secure. For example, children scoop and pour during sensory and water play. This learning then helps them to independently serve themselves at mealtimes.
- The manager has improved the provision for children with special educational needs and/or disabilities (SEND). Staff who work with these children are knowledgeable and trained to fulfil their roles. They make effective adaptations to their teaching and the environment, so that all children can access the curriculum and make good progress. The manager has carefully considered the

arrangements needed for children with SEND to successfully transition to school. The onward journey for these children will be positive because of the foundations laid at this setting.

- The manager has strengthened the key-person system. A greater focus has been placed on tailoring activities more precisely around children's individual learning needs. Children are confident about who their key person is and which key group they belong to. This supports children's emotional well-being and security.
- The manager acknowledges that some aspects of the daily routine could be planned better, especially in the baby room where children require a much greater level of support during routine activities and transitions. Procedures are in place to aid the smooth running during these times, but staff do not always follow the processes. As a result, sometimes children become restless.
- The management team and staff have reviewed how they manage and shape children's behaviour. They have identified when children's behaviour deteriorates and have taken action to address triggers. For example, additional portable handwashing basins have been purchased to reduce waiting times when all children need to wash their hands before mealtimes and after messy activities. Children's behaviour now remains positive at a time when their frustration and impatience used to show.
- The management team recognise that staff morale has been low. Managers have used innovative strategies to seek the views of staff and acted swiftly to respond. Improved supervision processes have been implemented. Staff have undertaken relevant training since the last inspection. Their knowledge and skill set have developed greatly, and this has boosted their confidence. That said, some staff need further support to successfully implement strategies to encourage children's language growth.

## Safeguarding

The arrangements for safeguarding are effective.

Management and staff are clear about their safeguarding role and responsibilities. They know how to escalate concerns about a child or the conduct of a member of staff. Staff have knowledge on a broad range of child protection subjects, including radicalisation, county lines, and modern slavery. Sleeping arrangements for children are safe. Risk assessment processes are robust which means hazards are identified and quickly addressed. The environment in which children play is clean and the toilet and kitchen facilities are hygienic. Staff hold first-aid qualifications so they can act appropriately if a child has an accident. Safe recruitments processes mean that staff are suitable to fulfil their roles.

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

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

- make sure that staff understand and follow procedures in how to successfully manage routine activities and transition times, so that children's emotional well-being is maintained throughout
- continue to focus performance management on how staff support children's language growth.

## Setting details

<b>Unique reference number</b>	EY424578
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10277763
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Johnston, Kirstie
<b>Registered person unique reference number</b>	RP902952
<b>Telephone number</b>	01522 705678
<b>Date of previous inspection</b>	17 January 2023

## Information about this early years setting

Angels Childcare registered in 2011 and is located in Lincoln. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Charlotte Whalley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a sensory activity with the manager.
- The inspector spoke to five parents during the inspection and took account of their views.
- The inspector 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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