

Inspection of Little Angels Nursery Ltd

25-27 High Street, Harlesden, London NW10 4NE

Inspection date:

11 July 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders have worked tirelessly to meet the actions set during the last inspection. For example, they have improved their understanding of safe recruitment processes, risk assessments and safeguarding children. This helps to keep children safe.

Staff provide a warm welcome, which helps children feel secure. They promote children's happiness and safety, as they help them to confidently leave their parents at the gate. Overall, staff know the children well and provide activities that reflect their interests. For example, staff help children to recognise insects as they explore soil and use magnifying glasses to search for worms in the garden. Leaders are clear about what children need to learn and why. However, there are weaknesses in how staff implement the curriculum, especially in communication and language. There are some inconsistencies in how well staff interact with children and help them to make progress in their learning. This includes children with special educational needs and/or disabilities.

Staff do not always help children to understand the nursery's behavioural expectations. This leads to some children displaying unwanted behaviour, such as pushing. Staff's inconsistent approach to how children's behaviour is managed impacts on how well children learn what is right and wrong.

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

- Leaders have clear learning intentions and design a broad curriculum. However, they have not fully implemented effective measures to monitor the curriculum and staff practice. Therefore, at times, the feedback staff receive about their performance and what children need to learn is not targeted to improve their knowledge and skills further. This leads to weaknesses in teaching. Children's overall experiences are variable.
- Staff do not implement the nursery's curriculum consistently well, especially for language and communication. The quality of the interactions that staff provide is varied. For example, some staff extend children's vocabulary by introducing new words and commenting on what children do. However, at times, some staff use incorrect grammar while speaking to children. This impacts on children's progress and ability to acquire good language skills.
- Staff are not consistently supportive in helping children to behave well. For instance, within a short space of time, children are told different ways to behave by different members of staff. In addition, children's unwanted behaviour is sometimes left unchallenged, for example when children throw blocks or take toys from their peers. This does not help children to learn how to manage their behaviour positively.

- Overall, staff promote children's independence and self-care and teach the importance of toothbrushing and eating healthy food. At mealtimes, staff encourage children to select and serve their snack. However, some staff do not consistently follow good hygiene procedures. For example, staff do not always ensure that children do not put items that they find on the ground in their mouths. This does not help to prevent the spread of infection.
- Staff do not always fully consider children's individual learning needs during large group activities and other routines of the day. At these times, some children become disengaged in their learning and are bored. Staff do not always provide children with the level of support needed, and children's learning is not maximised as much as possible.
- Staff provide opportunities for children to use their small muscles. This helps them to develop the skills they need for early writing. For example, children enjoy messy play, painting and drawing with chalk.
- Staff understand the benefit of outdoor play, and children are given plenty of opportunities to develop their large-muscle skills. For example, children enjoy sliding, building with large blocks and riding bikes outside. However, the indoor environment is not as effective. For example, equipment is cluttered or not displayed well, which makes it difficult for children to fully explore resources and develop their curiosity.
- Parents speak highly about the nursery. They receive regular feedback from staff and feel that their children are happy. Parents comment that they feel supported and know what they can do at home to ensure continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding. They are aware of signs and indicators that could mean a child is at risk of harm or abuse. They know the procedure to follow if they have a concern about a child's welfare. Staff are aware of how to report concerns about a colleague's behaviour. They attend regular meetings, which help to support their safeguarding knowledge and ensure it is up to date. Leaders carry out regular risk assessments of the environment to minimise risks and maintain children's safety. Leaders have an effective recruitment process that ensures that all staff are suitable to work with children.

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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monitor staff's practice and provide targeted training to ensure that teaching skills are improved to a consistently good level	11/09/2023
improve the implementation of the curriculum, especially in communication and language, to ensure that children make the progress they are capable of	11/09/2023
support staff to help children to self-regulate and manage their behaviour and emotions in a positive way	11/09/2023
improve existing hygiene procedures and how staff teach children about factors that support their good health.	11/09/2023

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

- review group time and routine activities for children to ensure that they are immersed in their learning and receive high-quality education
- review the learning environment, especially indoors, to ensure that children's independent learning is better supported.

Setting details

Unique reference number	137803
Local authority	Brent
Inspection number	10288667
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	2 to 4
Total number of places	31
Number of children on roll	34
Name of registered person	Little Angels Nursery Ltd
Registered person unique reference number	RP527930
Telephone number	020 8961 4927
Date of previous inspection	15 February 2023

Information about this early years setting

Little Angels Nursery Ltd registered in 2000. It is situated in the London Borough of Brent. The nursery is open each weekday from 8am to 6pm and operates all year round. The nursery provides funded early education for children aged two, three and four years. The nursery employs eight members of staff, who hold relevant early years qualifications ranging from level 2 to level 5.

Information about this inspection

Inspector
Agnes Wink

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 inspector spoke to parents during the inspection and took account of their views.
- The inspector reviewed a range of documentation relating to staff suitability and recruitment.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector completed a learning walk with the deputy manager and spoke about the nursery's curriculum.
- The inspector and the manager observed staff's teaching practice and children's learning during a joint observation.

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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