

# Inspection of Our Little Angelz (2)

47-51, Glebe Farm Road, Birmingham B33 9NP

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Inspection date: 26 July 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and enjoy their time at the nursery. The staff team are kind and caring. Children's emotional well-being is a high priority. Throughout the day, staff offer comfort, warmth and reassurance. This helps children to feel secure in the environment. Staff manage younger children's personal care needs with sensitivity. Older children are becoming independent in their own care. Children develop close relationships with their friends and are excited to see them. They show high levels of self-esteem and confidence as they engage in large-group activities. Younger children practise their physical skills as they independently climb the slide, one foot at a time. More confident children jump, lifting both feet of the floor.

Children learn to behave well from a young age. Children learn simple rules that help them to manage their own behaviour. They think about their own feelings and the feelings of others. Children learn to take turns and to share. Staff provide a gentle reminder to children of the importance of keeping safe. They teach children to think about others.

Overall, the curriculum is ambitious. It provides children with a good structure to support them to acquire the wide range of skills they need to learn, to become motivated, successful learners.

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

- The management team and staff want children to do well. There is a shared understanding of what that they want to teach children. Accurate assessments of the children, support staff to identify what the children already know. This helps them to effectively plan for children's next stage of learning. An annual review of the curriculum helps to focus the team on the emerging needs of children and families. That said, the curriculum could be further improved to support younger children's daily access to outdoor play.
- The management team recognise the importance of investing in the staff team to continue to improve the quality of care and education. They provide staff with regular support and training. Monthly supervisions provide staff with time to consider the needs of the children, along with their own well-being and professional development.
- Children who may have special educational needs and/or disabilities receive good support. Staff work alongside parents and other agencies to tailor each child's learning to their individual needs. This helps children to make the best progress, taking account of their starting points.
- The quality of education is good. There is a sharp focus on children's speech and language development throughout the nursery. Skilled staff differentiate

activities, so that all children are able to take part and succeed. Babies hear language throughout the day as staff sing and talk to them. Staff repeat words and respond to them as they babble and practise their emerging sounds. Staff blow bubbles and the babies' faces light up. They begin to move their bodies, as they reach to catch them in the air.

- Toddlers enjoy exploring foam and water. They develop their fine muscle skills as they squeeze water in and out of a pipette to wash the play animals. They create simple patterns, drawing in flour. Children learn about their own health and well-being. They are captivated by the story of a princess with a wobbly tooth. Staff help children to recall what they know and understand. Some children repeat their favourite words and staff praise them for their good listening.
- In group games, older children identify different shapes and match these with confidence. They become accomplished in their physical development. They move their bodies along the floor as they negotiate the obstacle course with skill.
- Children learn to self-regulate their behaviour and understand that what they do has an impact on others. They wait their turn and listen to the views of others, showing respect and tolerance. This prepares them well for their eventual move to school. However, children do not yet fully consider the wide range of different families that are part of our communities.
- Parents report that they are very pleased with their children's care and education. They express high levels of praise for the staff team.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are familiar with the wide range of signs and symptoms that may indicate that a child in their care is more vulnerable to risk of abuse. They know the local procedures for reporting any concerns. This includes if they had a concern about an adult working or having contact with children. Staff are clear about their responsibility to keep children safe. The premises are safe and secure. Daily risk assessments help staff to identify any hazards to children's safety. The management team takes immediate action to minimise any identified risks to children. Documentation supports the safe and effective management of the setting.

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

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

- help children to gain a deeper understanding of the wide range of different families outside of their own experiences
- consider the daily structure of the curriculum to support all children's access to

outside play.

## Setting details

<b>Unique reference number</b>	EY492312
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10303804
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	98
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Our Little Angelz (2) Limited
<b>Registered person unique reference number</b>	RP534813
<b>Telephone number</b>	01217843692
<b>Date of previous inspection</b>	21 October 2021

## Information about this early years setting

Our Little Angelz (2) registered in 2015. The nursery also operates an after-school and holiday club. The nursery employs 19 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, one holds level 4, eleven hold level 3 and three hold level 2. One member of staff is not qualified. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Yvonne Johnson

## 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 viewed the provisions and discussed the safety and suitability of the premises.
- The inspector and manager undertook a learning walk and discussed the content and implementation of the early years curriculum across the ages of the children attending.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- A range of documentation that supports the safe and effective management of the nursery was seen by the inspector.

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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