

Inspection of Little Angels day Nursery

127 Woodhouse Lane, Manchester M22 9NW

Inspection date: 14 August 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children's safety is assured because leaders have made improvements to the quality of care and safeguarding matters. Children are nurtured through respectful relationships with staff in this family orientated nursery. Staff interact with children warmly, responding to their ideas and interests sensitively. For example, staff promote children's desire to draw, talking in detail with them about what they have drawn. This means that children feel safe, secure and confident to explore the interesting environment and learning opportunities on offer. Children demonstrate happiness during their time in the nursery by smiling and laughing often.

Leaders have worked with external agencies to improve the standard of education. Children now benefit from a well-planned and sequenced curriculum that supports their good education. Staff find out about children's stage of development. They use this information to provide opportunities for children to support their developing physical, social and communication skills. For example, children roll out dough, play imaginatively in the outdoor playhouse and make marks on paper with crayons. Staff model how to play. This means that children learn how to use equipment and resources effectively. The behaviour of children is good because staff have high expectations. They carefully reinforce appropriate behaviours, such as sharing, taking turns, and using manners, while they play. Children say 'thank you' readily when staff help them during mealtimes. Staff are calm and positive role models. Children develop positive dispositions to their learning.

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

- Leaders have made significant improvements to the quality of the provision since the last inspection. They have developed good working relationships with the local authority to help them make continuous improvements. Staff receive effective induction to ensure they understand their roles. Leaders support staff to improve their practice by providing a range of opportunities, such as staff meetings, appraisals and training. Children's care and learning are prioritised.
- Staff gather information about children's stage of development and their interests when they join the nursery. They use this information to help them plan learning that supports each child's development. As such, children engage with teaching and learning experiences that help them to master new skills, such as threading and painting.
- Promoting independence is a strength of the curriculum. Staff teach children to manage self-help tasks for themselves. For example, children are supported to learn how to fill their cups and blow their noses independently. Older children confidently change their clothes. Children are developing the independence skills required for their futures.
- The leader has ensured that the key-person system has been implemented.

Children develop bonds with those who care for them. However, recent changes in staffing have led to some instability. This means that, occasionally, children's developmental needs are not identified as quickly as possible, and otherwise good progress is hampered.

- Communication and language development is, overall, supported well. Staff are able to communicate in several different languages. This helps children and families with little spoken English to settle in quickly. Staff use a wide range of vocabulary during their back-and-forth interactions with children. For example, they talk about sizes and name shapes and body parts. This means children hear and learn new words.
- Leaders have identified their intention for children to learn about books. However, staff provide few opportunities for children to explore books, stories and rhymes as part of the daily routine. This means children do not strengthen their literacy skills.
- Children have positive attitudes to their learning. This is because staff encourage them to have a go, and they provide time for them to explore their own interests. This supports children to consolidate their learning and motivates them to learn more. As such, children become keen learners.
- Leaders ensure that children are provided with a healthy and nutritious diet. Mealtimes are a social occasion. Staff eat with children and encourage them to try new tastes and textures. Children learn to eat a range of foods that support their continued good health.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has a secure understanding of her role in accordance with child protection. She works in partnership with other agencies to ensure that children and families receive timely support. Staff are confident in identifying signs or symptoms that may suggest a child is at risk of harm. Furthermore, they know who to report their concerns to. The premises are appropriately maintained. Leaders assess daily for risks and take appropriate action should there be any concerns identified. Those preparing food have undertaken food hygiene training, and the food preparation areas are hygienic.

What does the setting need to do to improve?

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

- strengthen the key-person system to ensure that all children's needs are identified and responded to promptly to support their good development
- consider ways to foster and support children's love of reading from a young age.

Setting details

Unique reference number	2688720
Local authority	Manchester
Inspection number	10306651
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 5
Total number of places	68
Number of children on roll	28
Name of registered person	Little Angels Day Nursery Ltd
Registered person unique reference number	2688718
Telephone number	00447855387762
Date of previous inspection	6 March 2023

Information about this early years setting

Little Angels Day Nursery Limited registered in 2022. The nursery is situated in Benchill, Manchester. It opens Monday to Friday, from 8am until 6pm, with the exception of bank holidays and one week at Christmas. The nursery employs three staff to work directly with children in addition to the deputy manager and manager, who are also directors. Of these, one holds an appropriate early years qualification at level 4 and two at level 3.

Information about this inspection

Inspector
Lois Hulley

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- 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 spoke to parents during the inspection and took account of their views.
- The inspector carried out joint observations of activities with the manager.
- The deputy manager showed the inspector documentation to demonstrate the suitability of staff.

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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