

Inspection of Little Angels Nursery School

416 Clock Face Road, Clock Face, ST. HELENS, Merseyside WA9 4QS

Inspection date: 12 October 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff create a calm atmosphere in this nursery. They act as positive role models in modelling respectful behaviour. Children are considerate and kind. Babies smile and wave to their friends as they wake from a sleep. Older children are keen to help. When spillages occur, they eagerly help to clean up. Children are keen to interact and play alongside each other. They behave well and remind each other of the expectations, such as taking turns.

Children form loving, respectful relationships with the staff and each other. Routines are adapted to meet the children's needs. For instance, children are given time to have cuddles as they wake from a sleep and are provided with lunch once they are ready. Staff ask children if they can change their nappies and use this time to sing together. These nurturing relationships help children to feel safe and secure.

In the main, leaders have helped staff to implement a broad curriculum. Children with special educational needs and/or disabilities (SEND) have individualised plans in place. Leaders make good use of additional funding to enhance individual children's learning. Children are enthusiastic learners. As they find pasta in the shape of a spider they eagerly sing 'Incy Wincy Spider'. They mix paints together to make a 'magic potion'. They predict what colour they might make and excitedly shout, 'green' when it is ready. All children, including those with SEND, make good progress from their starting points.

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

- Children have lots of opportunities to develop their hand-to-eye coordination and hand muscles, to support their early writing skills. Babies explore different coloured paints with their hands and have fun as they make marks on paper. Older children squeeze and manipulate materials, such as dough. They accurately pour their own drinks and show an interest in mark making. Older children demonstrate a good pencil grip as they draw detailed pictures.
- Staff complete accurate assessments of children's development. They have a clear understanding of what they want children to learn next. Overall, children access a curriculum that fosters their interests and builds on what they already know and can do. However, staff do not always implement the curriculum with precision. For example, children have opportunities to develop their mathematical skills. They are taught about shape, size and capacity. However, opportunities to develop counting skills are limited. Furthermore, some large-group activities do not meet all children's needs. Some children find it overwhelming and lose interest. Also, staff do not deploy themselves effectively at these times to support all children to gain the most from these experiences.

- The calm staff encourage children to understand their emotions. Staff discuss their own feelings and encourage children to recognise how they are feeling. Staff support children consistently by offering them a hug and reassurance to manage their frustrations. This consistent, nurturing approach helps children to feel valued and to understand their emotions.
- Staff provide opportunities for children to learn about healthy lifestyles. Staff teach children how to wash their hands thoroughly before eating and remind children that this is needed to get rid of germs. They talk to children about the benefits that eating fruit and vegetables have on their bodies. Children are physically active as they run and get out of breath outdoors and negotiate obstacles as they pedal fast on the bicycles. Children are developing their knowledge of how to keep themselves healthy.
- Partnerships with parents and other agencies are positive. Parents describe the nursery as 'brilliant'. Staff work effectively with parents to gather information about children's backgrounds and developmental starting points. They liaise well with outside agencies to ensure all children are receiving appropriate support with their development. Parents feel fully involved in their child's learning and well informed about the progress that their children make.
- Leaders encourage continuous professional development and, overall, supervision arrangements are effective. Staff report high levels of well-being and enjoyment in their roles. However, the feedback and training staff receive is focused on their general practice and does not always support staff to address minor inconsistencies in the quality of education across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to recognise and report safeguarding concerns about children or their colleagues, in line with the local safeguarding partnership procedures. Leaders implement robust recruitment procedures to ensure that all staff are suitable to work with children. Leaders are committed to multi-agency working to support families and children to receive any support they need. Staff provide road safety sessions for children to teach them how to keep safe on the nursery car park, when they arrive and leave.

What does the setting need to do to improve?

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

- target support and training for staff to help them to implement the curriculum with more precision
- develop staff's understanding of how to implement group activities more effectively to support all children's learning.

Setting details

Unique reference number	EY493829
Local authority	St Helens
Inspection number	10307658
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 6
Total number of places	65
Number of children on roll	54
Name of registered person	Little Angels (St Helens) Limited
Registered person unique reference number	RP534925
Telephone number	01744819551
Date of previous inspection	25 October 2022

Information about this early years setting

Little Angels Nursery School registered in 2015. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and a week at Christmas. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications between level 3 and level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

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 setting.
- The manager, who is also the nominated individual, and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and staff communicated with the inspector and the inspector took account of their views.
- The inspector observed the quality of interactions between staff and children.
- The manager, deputy manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with the manager and deputy manager about the leadership and management of 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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