

Inspection of Emma's Angels Day Nursery Ltd

Rawdon St. Peters C of E Primary School, Town Street, LEEDS LS19 6PP

Inspection date: 14 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy in this welcoming home-from-home nursery. Staff know the children extremely well. They prioritise building strong relationships with the children and their families. Staff provide a well-organised learning environment, which includes activities that ignite children's interests. Children are immersed in exciting learning. For example, in the forest school they climb into the hammock, remembering to consider where their friends are playing before swinging. This helps them to develop an increased awareness of themselves and others. They learn to use real joinery tools to create Christmas decorations from wood. Children learn to manage their own behaviour, so they can use this equipment safely and with confidence.

Staff working with babies have a very secure understanding of their role as a key person. They successfully nurture secure and loving relationships with each child. Staff are highly successful in interpreting the wants and needs of babies through their non-verbal forms of communication. Toddlers excitedly work alongside their friends to search for the paper fish hiding under powder paint and show great delight when they find them. This helps to build on their developing relationships with others. Older children show an enjoyment of creative arts and express themselves through their drawing and artwork.

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

- The managers are passionate and committed to providing children with the best possible learning opportunities. They design and implement an ambitious and sequenced curriculum for all children. This helps children to achieve, consolidate their learning and move successfully on to their next stage in education. The managers are ably and well supported by a highly effective staff team, who show a great love and enthusiasm for their work. Everyone involved in the nursery shares a sense of pride in what they do.
- Staff share conversations, stories and songs with children and engage with them as they play. Babies begin to copy the words that staff use, while toddlers are able to use simple sentences. Pre-school children have conversations with staff and each other throughout the day. However, very occasionally the pace at which staff give information during play and activities is too fast for some children to consider, develop and express their own emerging ideas.
- The nurturing staff speak with care and respect to the children and offer lots of praise and encouragement for their efforts. They help children to manage their feelings and behaviour effectively. They use sand timers to let children know when it is their turn. Staff speak calmly and sensitively when children need support with their emotions.
- Children show a love of books. They independently select books and lie down to

look at them. Children talk about what they see on the pictures. Older children demonstrate that they recall prior learning. For example, they talk about the characters in a story book and describe how the fairy stole the socks.

- Mathematical concepts are seamlessly woven through children's play. Babies and toddlers are exposed to mathematical language, such as simple counting and words to describe size and weight. Older children are introduced to the idea of time using sand timers. They competently differentiate sticks that are thick, thin, short and long.
- Children enjoy a range of healthy meals that are freshly prepared on site. Staff ensure that children's allergies and individual dietary requirements are closely adhered to.
- The managers have an ambitious vision for the nursery. Staff morale is high. They comment that they feel valued and say the managers support them well. They appreciate opportunities to complete higher level qualifications and value staff training days to help build on their skills and knowledge. This results in consistent practice across the nursery.
- Parents speak highly of staff and comment on how happy their children are to come to nursery each day. They comment they are greeted by happy, polite and helpful staff, who go 'above and beyond' expectations. They feel well informed about their children's learning and development through personalised feedback and the nursery's app. Staff recognise the importance of developing relationships with all family members, not just parents. Therefore, stay-and-play events are planned for grandparents as well as parents.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a clear understanding of their role in keeping children safe. All staff know how to recognise the signs and symptoms of abuse and understand the procedures to follow to ensure safeguarding concerns are reported correctly. Staff also demonstrate a good knowledge of whistle-blowing and the process to report any concerns about the conduct of colleagues. Regular discussions and training help to keep staff's knowledge up to date. They are deployed well and closely supervise children to promote their welfare. Stringent risk assessments are carried out to ensure the environment and resources are safe.

What does the setting need to do to improve?

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

- continue to support staff to give children more opportunity to think about and consolidate the information given during some activities, taking account of their need to think about and share their responses and ideas.

Setting details

Unique reference number	EY381245
Local authority	Leeds
Inspection number	10307880
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 11
Total number of places	94
Number of children on roll	302
Name of registered person	Emma's Angels Day Nursery Ltd
Registered person unique reference number	RP904960
Telephone number	0113 250 6611
Date of previous inspection	15 March 2018

Information about this early years setting

Emma's Angels Day Nursery Ltd registered in 2008. The nursery employs 34 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including one member of staff who also holds qualified teacher status. The nursery opens from Monday to Friday all year round. 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

Janet Fairhurst

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the managers and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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