

Inspection of Little Angels Day Nursery & Pre-School

217 Blackstock Road, London N5 2LL

Inspection date: 12 January 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children love attending Little Angels Nursery. They enter with smiles on their faces, and even the youngest children settle down to activities quickly. The strong values are brought alive in what the nursery provides. It is a nursery that helps children to be courageous, creative, respectful and valued. Leaders have ensured that all adults uphold the highest expectations and aspirations. Children like to talk about what they are learning and what they know, such as about winter. They investigate the Arctic world and eat fruit during snack time.

Adults are wonderful role models for children. They show them how to be kind and respect others. Children are very well behaved. Consequently, the nursery is a purposeful place to learn. Life is enhanced considerably by the wide range of activities to engage in beyond the classroom, such as exploring and celebrating life in London. The school benefits from a covered outdoor play area, which is used all year round, to enhance the learning, resilience and curiosity of the children. This provides an essential opportunity to explore and encourages risk taking within a safe environment, as well as promoting high-quality opportunities for large-scale physical activities. Parents are extremely happy with the school and say their children thrive and that the provision has been 'life changing.' They receive regular information about their children's learning and are particularly appreciative of the constant stream of photographs they receive, which keeps them fully up to date with what their children are doing.

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

- Leaders at all levels, as well as staff, deliver an innovative and ambitious curriculum to all children. They are committed to ensuring that every child who attends, including children with special educational needs and/or disabilities (SEND), are offered the best foundation for their future education. They are on the road to making this happen successfully.
- Leaders draw on the best early years research and practice to inform their curriculum, and their practice has been used as a model by early years educators. In each area of learning, the curriculum is exceptionally well designed, with a strong focus on healthy eating and personal development. It gets to the heart of what young children need to know and in what order. Staff are working to ensure that the curriculum enables all children to build firmly on what they already know and can do. Leaders value their staff. They prioritise staff's ongoing training to enable them to become experts in how to deliver the curriculum. This has made a significant and substantial contribution to the quality of education that children receive. As a result of ongoing, high-quality staff training, coupled with a purposefully planned curriculum, children's achievement is very good. Children are well prepared for their next steps in

education, and because the provision is so well integrated, both between the rooms and the local feeder schools, transition is smooth and highly effective.

- Staff listen carefully to what children say, and they observe exactly what children do. Staff check children's learning carefully. Most of them know just when to step in and when to step back. Consequently, children develop their confidence to try out new and challenging activities. The provision is a hive of activity and caters well for these young children and babies. Staff play alongside children and then make the most of every opportunity for learning. Babies are exceptionally well supported. Staff working with children of this age group are knowledgeable and focus on developing very close bonds with them. Babies demonstrate their attachment to all staff as they wait for their key person to return from getting nappies. Staff focus specifically on what they want children to learn. For example, they provide a range of opportunities to support babies as they take their first steps.
- Children relish learning to count while playing with the play dough or engaging in painting activities. They love to listen and join in with the songs that staff sing with them. A wide range of interesting and exciting activities helps children to explore their environment. They listen to the sounds around them. They run, climb and learn to express themselves creatively. They learn new skills and deepen their understanding of the world around them. Most staff seize every opportunity to use their interactions with children skilfully to develop their communication and language, although this is still an ongoing development of staff training. This includes children who speak English as an additional language. Adults are quick to build on children's interests and curiosity. They expertly and sensitively add to and reinforce new vocabulary. Children quickly find their voice, comforted in the knowledge that they will always be heard, and their comments are displayed for all staff to be able to refer to.
- The school day is built around books, songs and rhymes. The enjoyment of reading and storytelling is a prominent feature of school life. Children gravitate towards adults to listen to a story. They were often seen initiating storytelling by taking a book to an adult to share with them and their friends. Staff draw on children's increasing vocabulary and knowledge of the language of stories. They receive additional music and drama sessions, where they practise their growing knowledge and understanding of stories as they play with puppets and props. For example, children delight in acting out the stories of traditional tales. Children also enjoy making up their own versions of the stories in which they have been immersed.
- Children in receipt of funding make superb progress. Managers and staff use funding effectively to give children opportunities that they may not ordinarily access. For example, some funding has been used to give children access to coaching sessions aimed at supporting their physical development. This supports children who have fewer opportunities to develop their physical skills at home and helps to strengthen different muscle groups.
- Children are well prepared for the world around them. Little Angels proudly celebrates its diversity. Children, families and staff are able to share their knowledge and understanding of religious festivals and events, such as Eid, Chinese New Year, Diwali, Black History Month, Christmas and Easter, learning

with and from one another. Children know that they have a right to talk, and they have a right to be listened to. All this helps children to recognise and respect difference. When learning about the New Year for Trees, they recognise the connections with their work on seasons.

- Staff develop excellent relationships with parents. They gather highly detailed information from parents before children start. For example, they find out about any concerns parents may have about their children starting nursery. Staff go out of their way to provide reassurance as children settle. They share information about children's learning with parents. Parents feel that staff are always on hand to provide advice and support. They value the resource packs they can borrow to support their children's varying developmental stages, such as toilet training, healthy eating and dental hygiene.
- Staff, with the support of the school's special educational needs coordinators, are particularly effective at identifying and supporting children with SEND. They expertly use their knowledge of each child to put just the right strategies in place to make sure that children get the support they need. Children with SEND, as well as those from families in challenging situations, blossom and succeed alongside their peers. These children achieve well and are fully involved in the life of the nursery.
- The personal development of children is carefully nurtured. Children, as well as adults, can be heard extolling the nursery's values, such as 'being kind and helpful' and 'everybody is important', when they play with each other and when spotting characters in stories that are not sharing or saying sorry. Staff give sensitive support and guidance to help children talk about and manage their feelings. All adults lead by example. Senior leaders hold staff fully to account for their work, and staff feel exceptionally well supported with their workload and well-being. Staff are very proud to work at the nursery. They say they are all part of the Little Angels' family.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first. All staff believe that safeguarding is everyone's responsibility. Leaders ensure that all staff are well trained and knowledgeable about keeping children safe. Staff report concerns promptly, and leaders respond diligently. Leaders are extremely strong advocates for vulnerable pupils and their families. Where safeguarding needs are identified, support is swift. Leaders are quick to engage external agencies when needed. They are not afraid to challenge if they think more should be done. The curriculum provides lots of opportunities for children to learn about safety, and the fresh food policy ensures that all dietary requirements are carefully adhered to.

Setting details

Unique reference number	131707
Local authority	Islington
Inspection number	10304924
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 4
Total number of places	76
Number of children on roll	70
Name of registered person	Little Angels Day Nursery & Pre-Prep School Highbury Limited
Registered person unique reference number	RP906083
Telephone number	020 7354-5070
Date of previous inspection	6 February 2018

Information about this early years setting

Little Angels Day Nursery & Pre-School opened in 1991 and registered at the current premises in 1998. It operates in the London Borough of Islington. The nursery is open each weekday, from 8am to 6.30pm, for 49 weeks a year. The nursery provides free early education for three- and four-year-old children. Of the 36 staff employed to work with the children, 35 hold suitable childcare qualifications at level 2 or above. This includes seven members of staff who hold qualifications at level 6 or above.

Information about this inspection

Inspector
Sandra Teacher

Inspection activities

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the nursery.
- The inspector spoke with the proprietor, the manager, and other senior leaders. She held discussions with staff, which focused on the learning, the well-being and the safeguarding of children. She spoke to children throughout the inspection.
- The inspector reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.
- The inspector met with parents and listened to their views about the provision.
- The inspector discussed with staff how the curriculum had been implemented and its impact on the children.

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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