

Report for childcare on domestic premises

Inspection date: 15 January 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff provide a warm welcome to children and their families as they arrive at the setting. Children have strong attachments with staff and demonstrate that they feel emotionally secure. For example, babies enjoy cuddles on arrival and settle quickly with an eagerness to explore the resources on offer. Older children are confident to talk to the inspector and share their views with them. Staff support children to learn about their emotions. They role model the behaviour they expect, reinforce the rules in the setting and promote good manners. As a result, children play together cooperatively, share resources and learn to be kind to each other.

Leaders and staff plan a varied and ambitious curriculum, which motivates all children to learn. Staff get to know children well from the start and develop their interests through activities. Staff have high expectations for all children, including those who need extra support. All children make good progress from their starting points in development. They are prepared for their next stage of learning. Staff embed a culture of diversity and inclusion and proudly promote weekly 'international day'. This supports children to gain a greater understanding of other cultures and faiths. It also helps children to gain a deeper knowledge of their local community and the wider world.

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

- Leaders have a clear vision for the setting and strive to provide high-quality care and learning. Staff plan together and focus on what children need to learn next. They complete regular observations, identify children's next steps in learning and check their progress. Staff use ongoing assessments to identify and address any gaps in children's development. They make referrals in a timely manner and provide targeted support when needed.
- Overall, staff promote children's communication and language well. They regularly share stories and sing songs. Staff babble with babies and encourage two-way interactions. They engage children in conversations and introduce new vocabulary, which helps them to extend their sentences. Staff regularly ask questions. However, these do not consistently challenge children's thinking enough to extend their learning or language even further.
- Children benefit from a range of physical activities to strengthen their muscles and develop their balance and coordination. Staff encourage babies to crawl and pull themselves to standing. Older children enjoy kicking balls, using the parachute and manoeuvring their bodies around cones. Staff use weekly extra-curricular movement sessions to support all children to understand the importance of exercise for their bodies.
- Staff promote healthy lifestyles through a range of activities and resources. The setting provides freshly cooked organic meals and adheres to all children's

dietary requirements. Parents and carers comment that their children are eating more vegetables. Mealtimes are social occasions where staff sit with children and engage in conversations. Staff promote children's independence well with a focus on self-help skills. For example, children wash their hands, serve food and use utensils. Children clean their teeth to promote good oral hygiene routines.

- Partnership with parents is a strength of the setting. Parents feel communication is excellent and their children are safe and happy to attend. The key-person system works well, and all parents receive regular updates. Staff share planning and children's next steps in learning regularly, which supports parents to continue their children's learning at home. Parents state that their children have extended their language skills and confidence since attending.
- Staff engage in activities to support children's learning. Children learn to count and extend their understanding of numbers. They develop their fine motor skills, such as through scooping sand, drawing and practising their early writing skills. However, staff do not consistently plan and organise group activities in the pre-school room to encourage children to develop good listening skills or follow instructions.
- Leaders have robust recruitment procedures in place and provide regular supervision sessions for staff. Staff show high morale and that state leaders are supportive and care for their mental well-being. Leaders and staff regularly evaluate their practice and seek views from parents to help make improvements. Staff access training to improve their knowledge and skills, which benefits children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the use of questioning to enhance children's thinking to promote their learning and language
- consider the planning of group activities in the pre-school room to support children to extend their listening skills and follow instructions to aid their learning.

Setting details

Unique reference number	EY559262
Local authority	Southwark
Inspection number	10368645
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	39
Number of children on roll	53
Registered person unique reference number	RP559261
Date of previous inspection	28 March 2019

Information about this early years setting

Little Angels registered in 2018 and is located in the London Borough of Southwark. The setting is open all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and two weeks during the Christmas period. There are currently 13 members of staff who work directly with the children. Of these, nine staff hold relevant childcare qualifications ranging from levels 2 to 4. The setting provides government funded childcare.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The leaders and inspector carried out a learning walk together to discuss the curriculum and intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The leaders and inspector carried out a joint observation and discussed the impact on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector held discussions with the staff and leaders about safeguarding and how they evaluate their practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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