

Inspection of Angels Day Nursery Great Barr

810 Walsall Road, Great Barr, Birmingham B42 1EU

Inspection date: 10 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend at nursery. They arrive happily, and confidently separate from their parents at the door. They are eager to start playing with their chosen activity. Children are motivated in their learning. For example, pre-school children learn about the importance of good oral hygiene. They use toothbrushes to clean pictures of teeth. Children recall past events when they talk about their experiences of visiting the dentist. Toddlers enjoy using their imaginations as they make pretend ice-cream cones using sand. Babies are developing their physical skills. Staff sit on the floor with them, extending their arms out, and encourage them to practise their newly acquired walking skills. Children receive regular praise from staff as they play. This helps with their attempts to try new things and to build on their confidence.

Children behave well. They listen and respond well to requests from staff, such as helping to tidy away the toys before moving on to the next activity. They play happily and harmoniously with each other, sharing toys and resources. Children use good manners and say 'please' and 'thank you' without any prompts. Children are making good progress and developing the skills they need to help prepare them for their future learning.

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

- Leaders have a clear and aspirational vision for the setting. They are committed to providing children and families with the best possible experience and opportunities. They have established good partnerships with the local authority, and welcome advice and guidance from them in order to build on their already good practice.
- Partnership with parents is good. Parents feel welcomed and supported, especially during the COVID-19 pandemic. Staff sent out home-learning packs to help parents continue with their children's learning during the prolonged absence. They encourage parents to share books between nursery and home through their lending-library scheme. Parents enjoy receiving updates about their children's progress via the online app and through daily discussions.
- Staff express how well supported they are in their roles. They benefit from regular meetings with managers where they review the curriculum to ensure planning is based on children's current interests. Staff have ongoing opportunities to attend further training. However, staff's knowledge of some aspects of the curriculum intent is not always clear, such as about what they want children to learn from the activity planned.
- Staff plan interesting and exciting opportunities which cover all seven areas of learning. Staff provide good opportunities for children of all ages to develop their communication skills. They engage children in frequent conversations and

discussions. However, on occasion, the noise level in the rooms is loud, which can impact on the children's ability to concentrate.

- Staff act as good role models and teach children what is expected of them during the daily routine and activities. For example, when children begin to fidget on their chairs, staff remind children of the importance of sitting properly so they do not fall off and hurt themselves. This helps children to learn how to keep themselves safe.
- Children's good health is promoted well. The nursery is clean and hygienic. They provide healthy meals and snacks for children. Staff encourage children to wash their hands before eating and after using the toilet. They talk to children about the importance of ensuring germs that may be on their hands are removed so that they and their friends remain healthy.
- Staff are kind, caring and attentive. They provide children with cuddles and affection when they are feeling tired or upset. Children have developed good bonds with staff. Children's individual care routines are managed well. Staff promptly attend to their needs, such as changing their nappy or wiping their nose when needed, ensuring they are clean and comfortable.
- Children develop a love of books and enjoy listening to favourite stories. Staff read with enthusiasm and encourage children to join in with familiar phrases. For example, children listen with concentration to the story of 'Handa's Surprise', learning about other cultures and the exotic fruits the character wants to share with her friend.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of their role in keeping children safe. Robust recruitment procedures are followed to ensure that staff have been checked for their suitability to work with children. This includes ensuring all adults have an enhanced criminal records check. The premises are safe and secure. Staff have a good understanding of child protection procedures and the referral procedure to follow should they have concerns about children's welfare. Staff supervise children well and managers ensure the correct number of staff are available to adequately care for the children.

What does the setting need to do to improve?

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

- build on staff's understanding of the curriculum intent, so that they fully understand what skills and knowledge they want children to gain from experiences
- help staff to understand the impact of high noise levels on some children's learning.

Setting details

Unique reference number	2549333
Local authority	Birmingham
Inspection number	10249240
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	90
Number of children on roll	103
Name of registered person	Angels Day Nursery Great Barr Ltd
Registered person unique reference number	2549332
Telephone number	0121 2575004
Date of previous inspection	Not applicable

Information about this early years setting

Angels Day Nursery Great Barr registered in 2019. The nursery employs 30 members of childcare staff. Of these, one has qualified teacher status, one holds an early years qualification at level 6, one holds an early years qualification at level 5, 22 hold qualifications at level 3 and three hold qualifications at level 2. The setting opens Monday to Friday, all year around, except one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the provider and manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the provider and manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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