

Inspection of Angels Day Nursery Sutton

63 Sutton Road, Birmingham B23 6QJ

Inspection date: 16 December 2021

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 settle well on arrival. They enjoy their time at nursery and have fun as they become absorbed in the activities, indoors and outdoors. Children form positive relationships with staff and each other. In particular, babies who are new to the nursery settle easily and quickly form close bonds with their key person. Children's individual needs are known by staff. Babies explore through a range of different experiences, including sensory materials, such as cereal play, paint and water play. They enjoy squeezing sponges and soft balls and splashing in the water. Children develop their physical skills through a range of stimulating experiences. They spend lots of time in the outdoor area where they develop their large-muscle skills as they run and ride around a track and over a bridge in cars with their friends. Children dig and look for insects and bugs in the garden and the mud kitchen is a favourite as they fill containers with water and pretend they are cooking.

Children's behaviour is exemplary, because staff have high expectations of them. For example, pre-school children happily share resources with their friends and when a child sneezed another child said 'bless you'. This shows they have a great deal of genuine kindness and support for their peers. Children develop an awareness of taking care of themselves and the environment. This includes dressing for outdoor play, helping to tidy up and independently washing their hands before eating.

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

- The leadership of the setting is strong. The provider has clear ambitions to continually improve the quality of the care and teaching. The manager works closely with staff. She has a good awareness of the areas of strengths within the team, as well as areas for further development. Each member of staff receives regular support through one-to-one supervisions and team meetings. In addition, staff receive ongoing training and leaders quiz them to test their knowledge of safeguarding.
- There is a clear curriculum to support children's learning and they make good progress over time. Children participate in their learning well and staff join in their play with enthusiasm. Overall, staff implement the curriculum securely by planning spontaneously as children play. However, on occasion, some staff do not always consistently follow children's interests or sufficiently challenge them to help extend their learning even further.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported. Additionally, staff use pictures to support children's understanding of words and routines. Staff work very closely with parents and other agencies to support children's progress and

understand the needs of individual children. This ensures that children's needs are well planned for and that early help is identified, where necessary, to close the gaps in their development.

- Children develop language skills. They listen to stories and enjoy looking at books on their own. They regularly hear words and repetitive phrases, such as through rhymes and singing songs. However, not all staff use consistent strategies with young children to support their developing communication and language skills to the highest level.
- Staff promote children's health well. Children learn about the importance of healthy eating and good oral hygiene. Children are very independent in their self-care, remembering to wash their hands after toileting and before eating. Staff place a high priority on supporting children's well-being. They plan activities for children to learn the importance of brushing their teeth and children know that milk and yoghurt gives them calcium, which is good for bones.
- Staff feel well supported to carry out their roles and responsibilities. Senior staff are not included in ratio so they can be on hand to support staff. Managers conduct regular supervision meetings and carry out observations of staff practice. Staff well-being is given good consideration with mindful colouring sheets and inspirational statements to encourage them. In addition, staff are recognised for their hard work and achievements with gifts.
- Parents state that their children enjoy attending the nursery. They comment that staff support their children and that staff give them activities to do with their children at home. In addition, parents access a lending library and the provider supports them with electronic devices so they can join in the online activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff implement robust safeguarding policies and procedures to ensure children are safe. Managers and staff have a good knowledge and understanding of their responsibilities to protect children from harm. They can discuss the signs and symptoms of abuse and say what would concern them about a staff member's behaviour. Staff confidently know the procedures for referring concerns about children or staff. They understand the importance of reporting safeguarding concerns beyond senior managers, if they were ever unhappy with the response to any concerns raised. Managers ensure that staff are deployed effectively. Well-embedded procedures are in place to record and monitor accidents and incidents and these are shared with parents.

What does the setting need to do to improve?

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

- monitor staff's practice more precisely, to ensure the curriculum is implemented

- as effectively as possible, to build on children's knowledge and skills even further
- review staff's practice to ensure that they use every learning opportunity to promote children's communication and language development to the highest level.

Setting details

Unique reference number	EY475791
Local authority	Birmingham
Inspection number	10216605
Type of provision	Childcare on non-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	40
Number of children on roll	51
Name of registered person	Angels Day Nursery Sutton Ltd
Registered person unique reference number	RP902583
Telephone number	0121 373 0733
Date of previous inspection	16 March 2020

Information about this early years setting

Angels Day Nursery Sutton registered in 2014 and is one of four settings operated by the provider. The nursery is located in the Erdington area of Birmingham and operates Monday to Friday from 7.30am to 6pm, all year round. There are 16 members of childcare staff employed. Of these, 15 hold appropriate qualifications at level 2 or above, including one who holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

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.
- During a joint observation, the manager and the inspector evaluated the quality of education together.
- The inspector spoke parents during the inspection and took account of their views.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed a sample of documents, including complaints, records of staff suitability checks, safeguarding policies and paediatric first-aid certificates.
- The inspector conducted a learning walk with the manager and provider of 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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