

Inspection of Angels Day Nursery Birmingham Limited

386 Jockey Road, SUTTON COLDFIELD, West Midlands B73 5XJ

Inspection date: 30 March 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a safe and secure environment for children and, as a result, they are happy and settled at nursery. Staff plan a range of activities indoors and outdoors and older children are keen to get stuck in and explore everything that is on offer to them. Children independently explore their environment and do so with confidence. All children behave well and staff deal with any minor incidents swiftly and effectively.

Staff deliver engaging circle-time activities and children show their enjoyment through their smiles and laughs. Older children express themselves and respond well to staff questions. For example, when staff ask what is milk good for, children shout out 'teeth and bones'. Staff are alert to children that have additional needs and take care to ensure their involvement, particularly during large-group activities.

Staff build on what children already know and can do and, as a result, children make good progress in their learning. Children are keen to show staff what they can remember from their previous learning. For instance, during a sign language group activity, they are able to recall different signs for letters and learn new signs, such as 'thank you' and 'good morning'. Staff follow an approach that fosters children's imagination and curiosity. They provide real objects for children that have meaning, such as tea pots in the home corner, as they are keen to provide a home-from-home environment.

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

- Leaders and managers identify strengths of their provision. They are reflective and keen to address any issues if they arise. Management take into consideration the views of others to enhance the provision further for the benefit of parents, children and the local community.
- Staff speak highly about how leaders and managers support their well-being. Management undertake regular supervisions and monitoring of staff. However, targeted professional development is not yet focused enough on improving teaching to ensure it is consistently strong across all rooms.
- Leaders and managers are passionate about early education and have a good understanding of the early years foundation stage. They strive to ensure all children are given the best start in life. Managers undertake welcome screening for all new children. They use information from parents and carers to identify any child who may require early help.
- Most staff have a good understanding of their key children and complete regular assessments and observations of them. They use this to identify any child who requires extra support, monitoring their progress and making referrals as necessary. They work well alongside external agencies to ensure children are

given the right support. Consequently, all children continue to make good progress.

- Parents speak highly of the provision and of the progress their children make. All staff share key information with parents about children's development so they can support their children further at home.
- Staff place high emphasis on children's communication and language. They read stories with excitement and enthusiasm and ask appropriate questions. Children listen intently and enjoy story time. Most staff model language well and surround the children with new vocabulary to build on their literacy skills. However, there are occasions where staff interactions in the baby room are inconsistent. This results in some babies not being fully engaged with the activities that are available to them.
- The curriculum fosters all seven areas of learning and children learn well across each area. Staff find out what children already know and can do, and use this to plan exciting activities that strengthen and develop children's understanding. Children are provided with a range of experiences, such as experimenting with liquids and making potions. They watch in wonder, observing changes taking place.
- Children are offered a wide range of foods to taste during mealtimes. They are introduced to new foods, such as hummus, and staff use this as an opportunity to discuss with the children whether foods are healthy or not. Babies and younger children learn to feed themselves independently and staff help those who require more support.
- Staff deal with behaviour in a positive and calm manner and are good role models for children. As a result, children are respectful and show positive attitudes towards each other and their learning.
- Staff have a good understanding of how they can support older children to live healthy lifestyles and are currently teaching children about hygiene. Children are provided with toothpaste, toothbrushes and models of 3D teeth. Staff demonstrate how to brush their teeth correctly and explain the importance of this to children.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake robust risk assessments to ensure the environment is safe for children to access. The premises are extremely clean, safe and secure for children. Staff have a good understanding of the signs of symptoms of abuse and the action they should take if they are concerned about a child. Staff are deployed well and children are supervised effectively. Leaders and managers have a strong understanding of their safeguarding responsibility and take appropriate action to keep children safe from harm. They also take appropriate steps to ensure that those they recruit are safe to work with children.

What does the setting need to do to improve?

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

- swiftly identify where staff would benefit from targeted professional support to raise the quality of teaching to the highest level
- support staff working with babies and younger children to enhance their knowledge of the curriculum and improve their interactions to consistently engage babies in purposeful play.

Setting details

Unique reference number	EY436094
Local authority	Birmingham
Inspection number	10116323
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	42
Number of children on roll	42
Name of registered person	Angels Day Nursery Birmingham Limited
Registered person unique reference number	RP905956
Telephone number	0121 355 1076
Date of previous inspection	27 November 2013

Information about this early years setting

Angels Day Nursery Birmingham Limited registered in 2011 and operates from a detached house in Sutton Coldfield, West Midlands. The nursery employs nine childcare staff, including the manager, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round. 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

Louise Chinyuku

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the provision.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation and reflected on this.
- The inspector spoke to several parents/carers and took account their views about the provision.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022