

Angel Day Nursery

16 Keynsham Road, Cheltenham GL53 7PX



Inspection date	23 May 2019
Previous inspection date	22 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a warm and nurturing learning environment. They have very caring relationships with children and babies. This supports children's emotional well-being effectively. Children are happy, settle quickly and display good levels of confidence.
- The enthusiastic manager and staff monitor information about children's achievements well and develop support plans swiftly, when required. All children make good progress in their learning.
- Children's behaviour is very good. Staff are positive role models. They are calm when speaking and give clear instructions. Children know what is expected of them and respond well to the staff's continual praise and positivity.
- The owner is passionate about providing the best possible service she can. She and her team continually look for improvements to help benefit children. For example, staff's, parents' and children's suggestions for more creative play areas were incorporated into the nursery garden. Additionally, there are plans to erect a giant sail to create an all-weather area to help improve outcomes for children who prefer to play outdoors.
- The environment is not always organised in a way that fully supports children, particularly babies, to make decisions about the resources and activities they can choose to help develop their skills as independent thinkers and learners.
- Some staff do not consistently encourage parents to have a greater involvement in their children's learning at home, to support continuity of learning and help extend children's development even further.

What the setting needs to do to improve further

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

- review the organisation of the environment to allow more opportunities for children to make decisions about what they choose to play with, to help them develop even higher levels of concentration and personal independence
- explore ways to encourage parents to be even more involved in supporting their children's learning at home.

Inspection activities

- The inspector observed activities and staff's interactions with children playing and learning indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the owner.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records, and evidence of staff suitability.
- The inspector spoke with the manager, staff, parents and children at appropriate times and took account of their views.
- The inspector held discussions with the owner and nursery manager about future development plans.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The owner and her staff have continually strengthened their childcare knowledge from several training courses and used this to improve outcomes for the children. For example, staff's interactions successfully support and extend children's learning to ensure good levels of achievement for every child. The manager now monitors more precisely the progress of individual and groups of children to help strengthen the quality of the provision. For instance, she recognised the potential to motivate boys' mathematics and literacy skills further and arranged suitable training for staff. This raised outcomes, particularly in older boys who began to use more problem-solving skills and language in their spontaneous play. Leaders and staff have very good safeguarding knowledge to ensure the safety of all children. Safeguarding is effective. Staff are clear about the procedure to follow if they have a concern about a child.

Quality of teaching, learning and assessment is good

Staff introduce mathematical language and concepts well as children of all ages play and explore. For example, they support older children very effectively to consider gravity, weight and speed. Staff provide good opportunities to encourage children to be creative. For instance, older children make boats, decorating the sails, and younger children use fingers, brushes and sticks to make swirls and patterns in shaving foam. Children show good thinking, imagination and language skills. For example, when talking about volcanoes, staff ask children how they think several different objects will fall from a height, and children guess a light feather will fall slowly. Staff support children well to develop their understanding of the world. Children's cultures are respected and shared with other children. For example, children dressed up in a traditional 'bunad' costume to celebrate Norway's national day.

Personal development, behaviour and welfare are good

Children and babies confidently explore their environment and know to seek out help and reassurance when needed. Staff help children to recognise their own achievements and good behaviour. They encourage older children to respect the needs of younger ones. For example, at sleep time, they remind each other not to jump on the floor because they might wake the babies downstairs. Staff carry out thorough safety checks to help ensure that potential hazards are minimised. They provide children and babies with daily opportunities for fresh air and physical exercise to help promote the benefits of a healthy lifestyle. Staff allow children to take suitable risks so that they develop their confidence and learn to manage their own safety. For instance, children know not to push other children climbing on the pirate ship.

Outcomes for children are good

Children gain the key skills needed in readiness for school. They are confident, sociable and considerate. They develop good speaking and listening skills. Children increase their mathematical skills. Older children use simple addition and subtraction, while younger children count as they jump like grasshoppers. Children begin to recognise the sounds that letters represent as they look for their names to register their arrival, hang up their coat and find their named water bottle.

Setting details

Unique reference number	EY480940
Local authority	Gloucestershire
Inspection number	10076240
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	0 - 4
Total number of places	50
Number of children on roll	60
Name of registered person	Angel Day Nursery (UK) Limited
Registered person unique reference number	RP903601
Date of previous inspection	22 July 2016
Telephone number	01242 574093

Angel Day Nursery re-registered in 2014. It operates in Cheltenham town centre, Gloucestershire. The nursery opens from 8am until 5.30pm for five days a week, all year round, except for one week at Christmas and bank holidays. It receives funding to provide free early education for children aged two, three and four years. There are currently 13 members of staff, including the owner, who work with the children and a chef. The owner and manager both hold early years professional status. There are two staff who hold relevant childcare qualifications at level 6, four staff who hold qualifications at level 3 and three who hold a qualification at level 2.

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