

Active Angels Day Nursery

Tanworth Lane, Shirley, SOLIHULL, West Midlands B90 4BY



Inspection date	22 January 2019
Previous inspection date	31 July 2015

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

- Managers provide good leadership to the staff team. Together they focus on improving outcomes for children and offering good-quality learning and care.
- Managers have improved practice in the nursery since the last inspection. They are committed to providing high-quality care and learning experiences for children. They consult with staff, parents and children to devise ways to further improve the provision, such as redeveloping the outdoor play area.
- Staff have a calm, respectful and nurturing approach and recognise the uniqueness of each child in their care. Children are happy and they develop warm and trusting relationships with staff. This supports children's emotional well-being effectively.
- Partnerships with parents are well established. Staff have developed a good two-way flow of information to ensure the needs of all children are consistently met. Parents are happy with the service provided.
- Children who have special educational needs and/or disabilities are very well supported. Staff have established effective links with other professionals involved in their lives to help improve outcomes for children.
- Children's communication skills are promoted well. Staff engage children in conversation, extend their vocabulary and help them to become confident communicators.
- Children learn to lead healthy lifestyles. They enjoy a variety of nutritious meals and snacks prepared by the dedicated chef. Children have plenty of opportunities for fresh air and exercise and to develop their physical skills using a range of equipment.
- Some staff do not always plan focused activities meticulously enough to ensure they are consistently providing highly effective learning experiences for all children.
- The arrangements for the supervision of staff are not fully embedded to raise the quality of all staff's practice to the highest level.

What the setting needs to do to improve further

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

- plan focused activities more meticulously to consistently provide highly effective learning experiences for each child
- build on current arrangements for staff's supervision to raise the good standard of practice to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a manager.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Lucy Showell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of the known indicators of child abuse and the action to take in the event of a concern about a child in their care. Managers encourage staff to undertake training to enhance their knowledge and skills. For example, some staff have recently accessed training to learn how to best support children's communication skills through non-verbal and verbal exchanges. Those attending training cascade information to other staff, such as the special educational coordinator presenting updates at team meetings. This ensures consistency and helps staff to develop their practice and improve outcomes for children. Managers work closely with room supervisors to monitor the effectiveness of the educational programmes offered. They carefully track children's progress and ensure any gaps in learning are identified and addressed. Managers also reflect on the strengths of the provision and act on areas they identify for development to improve the provision for children.

Quality of teaching, learning and assessment is good

Staff understand what children know and can do and have good expectations of what they can achieve. Staff observe children, assess the progress they make and identify appropriate next steps in learning. Room supervisors use these identified next steps to plan meaningful activities which staff deliver to enhance children's learning and development. Staff working with babies and younger children repeat back their language and vocalisations, reinforcing and encouraging their emerging speech. They model language and introduce new vocabulary. They engage in play with children and model how different equipment can be used. Staff teach older children about environmental issues, such as the recycling of used materials. They enhance children's mathematical understanding when weighing and measuring ingredients while baking. Children practise their developing writing skills and relish dressing up and using their imaginations.

Personal development, behaviour and welfare are good

Children are well cared for and are happy in the nursery. Staff work closely with parents and get to know children well when they first start to attend. Parents are encouraged to be involved in their children's learning at home. Online systems used by the nursery make sure parents are fully informed about their children's progress and planned next steps in learning. Babies and children develop warm, affectionate relationships with staff. They settle well and show that they feel safe and secure. They are eager to explore their surroundings and participate in activities and are growing in confidence.

Outcomes for children are good

Children make good progress in relation to their starting points and develop the key skills required for future life. All children are developing good skills in communication and language. Older children demonstrate confidence in using a growing vocabulary when talking with their peers, staff and visitors. They are keen to talk about their experiences and share their thoughts and ideas. Children's early literacy and mathematics skills are promoted well. They learn about numbers and quantities as part of the daily routine. Babies and younger children listen to stories and join in with songs and rhymes. They have many opportunities to explore a range of materials using their senses.

Setting details

Unique reference number	EY401102
Local authority	Solihull
Inspection number	10071932
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	69
Number of children on roll	79
Name of registered person	Active Angels Limited
Registered person unique reference number	RP529330
Date of previous inspection	31 July 2015
Telephone number	01217442993

Active Angels Day Nursery opened in 2006 and was re-registered in 2009. The nursery employs 16 members of childcare staff, the majority of whom hold appropriate early years qualifications at level 2, 3 or above. One member of staff is qualified to level 6 and two members of staff are working towards a qualification at level 2 or 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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