

Inspection of Angel Place Nursery

Angel Place Nursery, 193-195 Angel Place, Fore Street, LONDON N18 2UD

Inspection date: 31 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted warmly by staff as they arrive and are happy to leave their parents at the door. Babies show that they feel secure as they smile and reach out to staff and respond to their name. Older children happily engage in a variety of activities indoors and outdoors. Children's care needs are met as staff follow clear routines to ensure regular nappy changing and rest times. Children enjoy meals that are nutritious and healthy. Overall, they are well behaved and listen to and follow staff's requests throughout the day. Children are kind and considerate towards each other.

Teaching practice and interactions between staff and children are variable. Staff do not consistently build on what children know and can do, and children's learning is not always promoted effectively. However, staff plan a stimulating environment inside and outside, which helps support children to investigate and take the lead in their play. Babies enjoy taking part in messy play activities such as play dough. Older children learn about the festival of Easter and make creative pictures. Children enjoy physical games as they take turns knocking over skittles with large balls. They listen to stories and respond to staff's questions about the tiger in the book.

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

- Staff complete two-year progress checks for children aged between two and three years. However, these are not consistently completed for all children, therefore some parents are not aware of their child's progress in the three prime areas. This means that further support is not always obtained in a timely manner for children who need it.
- Staff plan for children's learning and the environment is full of learning opportunities for children to access freely. However, staff do not always set challenges and guide children to encourage their learning further. Staff do not consistently comment on what children are doing, to support their language development.
- Parents state that their children are happy and have settled in well at the nursery. They speak highly of staff and find the use of the parent online app useful. Parents state that they receive daily updates about their child's day and information about how to support learning at home.
- Staff enhance children's awareness and understanding of animals and understanding of the world. For example, children are in awe of the real pets at the nursery. They help to care for and learn about terrapins, a giant African snail and two tortoises.
- Staff work with parents and external agencies to support children with special educational needs and/or disabilities (SEND). However, staff are not consistent

in implementing the strategies they have in place to fully support children.

- Staff treat children as individuals and celebrate different festivals regularly, inviting parents to take part. All children have access to the resources and activities regardless of their gender or developmental needs.
- Staff encourage children to attend to their care needs. For instance, children use the toilet and wash their hands independently. They make choices about their play and are confident to ask for what they want and need. For example, children request more food at mealtimes.
- Members of the management team carry out supervision meetings with staff and identify correctly areas of weakness and strength. They devise and put plans in place to support staff. However, these are not yet effective in raising the practice of some staff.
- Leaders use early years pupil premium funding to enrich children's education and support children. For example, children receive music sessions and external activities such as rugby, yoga and 'boogie mites'.
- Leaders work with external safeguarding agencies to ensure the safety and well-being of children. Staff recruitment is robust and staff's ongoing suitability is regularly checked to help keep children safe.
- Staff make good use of the large areas available to them at the setting to support children's physical development. For example, they use the sensory room for quiet sensory play. Staff ensure children have daily opportunities for trips out to the local park and the setting's outdoor play area.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs of possible harm or neglect and they know who to report their concerns to inside the nursery and to external agencies. Staff are aware of how to ensure children are safe online and understand the dangers of the internet. Staff know to follow the setting's whistle-blowing policy if they are concerned about the behaviour of other members of staff. They know how to recognise signs that may indicate children are at risk of extreme views and ideology. Staff carry out regular checks on the environment to help ensure children's safety and well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure staff consistently complete a progress check for every child aged two years, and provide parents/carers with a short written summary of their child's development in the prime areas	29/04/2022
ensure staff consistently help children to learn and support them by setting challenges and guiding them	29/04/2022
consistently provide children with quality interactions to support developing their spoken language	29/04/2022
ensure children with SEND are consistently supported and that staff implement agreed strategies.	29/04/2022

Setting details

Unique reference number	EY421660
Local authority	Enfield
Inspection number	10232811
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	124
Number of children on roll	207
Name of registered person	Angel Place Nursery Limited
Registered person unique reference number	RP906918
Telephone number	02088077847
Date of previous inspection	28 August 2018

Information about this early years setting

Angel Place Nursery registered in 2011. The nursery employs 54 members of childcare staff. Of these, 33 hold appropriate early years qualifications at level 2 or above, including two with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and the first two weeks in August. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Preston

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 management team and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager and the deputy manager, and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and parents at appropriate times during the inspection.
- The inspector carried out a joint observation activity with the deputy manager.
- The inspector held discussions with the management team. She reviewed a sample of documentation and evidence of the suitability of staff working at the setting.
- The inspection was carried out following Ofsted's risk assessment process.

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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