

Inspection of Angel Day Nursery

16 Keynsham Road, Cheltenham GL53 7PX

Inspection date: 5 February 2025

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

The setting has implemented a rich and varied curriculum that gives children the essential knowledge they need for the next stage in learning. Leaders have a clear vision for the setting and aim to ensure that children are confident, happy, independent and resilient learners. Staff plan a range of learning experiences to support children's development, and they monitor and assess this effectively. Children participate in a broad range of learning opportunities, inside and outside.

Children progress well in their physical development. They enjoy playing outside in any weather, confidently running, jumping, balancing and hopping. Older children practise fine motor skills by holding pencils correctly, writing their names and using scissors to cut out pictures. Staff guide children on how to hold scissors properly and remind them to use them carefully. Children learn to choose the right scissors for their dominant hand. For example, they say, 'I need the green and yellow ones, I use my left hand.' Babies use spoons to empty and fill containers. Staff encourage children who are not yet walking to pull themselves up and take their first steps. Toddlers use watering cans and sprinkle water around the outside area. They transport items in plant pots from one area of the garden to another.

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

- Staff understand the importance of children developing strong communication and language skills. They help babies improve speech with simple songs and rhymes. Toddlers use words and signs to express themselves, and older children are confident and articulate communicators. However, staff have not fully considered how distractions in the setting affect learning. For example, when babies focus on filling and emptying containers with rice, staff encourage them to listen to the sound of the rice falling. Loud music in the background makes it difficult for children to hear the rice or the words being said. This interrupts the learning process for children who are still developing their language skills.
- Staff support children with special educational needs and/or disabilities (SEND) well. They develop specific targeted learning plans for children to help close the gaps in their learning. Parents of children with SEND value the personalised support and care their children receive. Children with SEND make good progress at this setting.
- Children build a sense of community and learn about the world through regular outings. They visit places such as the fire station, attend local remembrance services and go to a nearby literacy festival. Children explore various festivals and learn about types of families different to their own.
- Children receive regular positive praise for their efforts. Activities are based around their interests, and children are encouraged to join in. However, staff often focus too much on the finished product and do not encourage children to

explore the process or develop their own creative ideas. For example, staff ask older children to draw and decorate pictures of types of weather, such as the sun or clouds. Instead of letting the children create their own version of the sun, staff draw it for them and ask them to decorate the drawing. This causes children to wait too long for their turn, and some finish their work before others start. This means some children get frustrated or walk away.

- Staff are respectful when helping younger children with hygiene routines. For example, they speak kindly to the children and explain what they are doing during nappy changes. These caring actions help children feel emotionally secure.
- Staff well-being is given priority. Leaders organise regular staff meetings and are reflective in their practice. For example, they have recently reviewed their safeguarding procedures and taken steps to ensure that any concerns about adults are reported to the relevant agencies promptly. Leaders recognise that some staff require more training to improve the quality of teaching to a consistently high level. For example, although staff working with older children help manage behaviour, not all staff use these strategies effectively. Staff do not always notice when children have become disengaged and act swiftly to redirect their play to ensure their learning is always supported.
- Parents highly praise the care and education their children receive and the bonds their children have made with staff. They share positive examples of parent partnership and praise the range of activities on offer, including the Father's Day breakfast and the visit to the fire station.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to understand the impact of background distractions to provide children with a learning environment that supports their speech development
- allow children further opportunities to follow their ideas and use their creativity to guide their own learning
- strengthen the mentoring and coaching of all staff to recognise when children are not fully engaged and require additional support to redirect their learning.

Setting details

Unique reference number	EY480940
Local authority	Gloucestershire
Inspection number	10383813
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	45
Name of registered person	Angel Day Nursery (UK) Limited
Registered person unique reference number	RP903601
Telephone number	01242 574093
Date of previous inspection	23 May 2019

Information about this early years setting

Angel Day Nursery re-registered in 2014. It operates in Cheltenham, 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. There are currently 17 members of staff. The manager holds a qualification at level 6, eight members of staff hold a level 3 childcare qualification, one holds a level 2 qualification, one is unqualified and there are six apprentices. The nursery offers government funded places.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- 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 and the deputy manager carried out a joint observation of a group activity in the pre-school room.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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