

# Inspection of Little Angels

Myrtle Grove, Rackenford, Tiverton, Devon EX16 8DU

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Inspection date: 27 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children happily explore the environment and they become deeply engaged in their play. They choose from a range of well-planned learning opportunities which are based on their interests. Children demonstrate a positive attitude to their learning and they take pride in their achievements. They are well supported by dedicated, capable staff who know the children very well and meet their individual needs effectively. Children benefit from targeted support when staff identify areas for development. The setting is ambitious for all children and has a highly inclusive approach. The manager is keen for children to develop knowledge and to learn what makes each individual unique. All children make very good progress from their starting points.

Children are well behaved and responsive to the adults who care for them with kindness and respect. Staff skilfully teach them to share with their friends as they play together. Staff and children have warm and trusting relationships, which helps children to feel safe and secure. Children develop independence and they learn to take good care of themselves. For instance, older children put on their own shoes before going outside and young children feed themselves using forks with good dexterity.

The setting has very strong links with the local primary school and staff promote school readiness. This helps to prepare children with the necessary skills and knowledge for later learning. Parents are extremely happy with the progress their children make at the setting and report how the manager and her staff 'go above and beyond' to support their children.

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

- The setting values the children's ideas and opinions. They have recently introduced a role-play construction site outside, following the children's request. Children thoroughly enjoy 'working' as they plan and build using tools and bricks. They demonstrate good mathematical understanding as they count, measure and estimate. Children explain which of the tools are 'dangerous' and the safety measures they take to keep themselves safe. For example, they wear safety glasses when operating the toy cement mixer.
- Children are physically active in their play and they are supported to take appropriate risks. For example, young children delight in riding wheeled toys down a long slope in the garden. Older children wear reflective jackets on trips out of the setting and demonstrate a good understanding of how they make them more visible.
- Children's communication skills are very well supported by staff, who role model language extremely well. They have wonderful conversations with children as

they play, asking questions and giving children time to think and respond. They introduce new vocabulary, such as 'stomp' and 'spikes', when reading books with young children. Older children explain the meaning of words such as 'bacteria', showing good levels of understanding. Staff read stories to children in an engaging way. However, at times, some children miss story time as they are instructed to wash their hands for lunch before the story is finished.

- The setting has established excellent partnerships with parents. They share important information about children's development with parents and regularly invite them to share their views. Parents think very highly of the setting and describe how much they value the impact it has on their children. The setting encourages parent participation, inviting them to share their experiences with the children. For instance, a parent who is a dentist came in to talk to the children about oral hygiene.
- Staff are well trained and the manager makes regular observations to give staff constructive feedback, helping to maintain a high level of teaching. Generally, staff are well deployed to support children in their learning. However, at times, children are not engaged in learning as they wait for snack for longer than necessary, for instance.
- The manager of the setting is passionate about the provision. She is highly knowledgeable and she cares deeply about the children and her staff team. She has a strong commitment to teach children to be considerate citizens. Children are learning to care for each other, to understand diversity and to look after the environment.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff are committed to children's safety and well-being. They attend training and the manager gives them weekly safeguarding questions to ensure their child protection knowledge is up to date. Staff are confident in recognising a wide range of signs that may indicate a child is at risk from harm. They know how to respond to and report any concerns they may have. There are robust recruitment procedures in place to ensure staff are suitable for their roles. The manager regularly assesses any risks in the environment and staff teach children to manage risks in order to keep themselves safe.

## What does the setting need to do to improve?

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

- ensure story time is uninterrupted to enable all children to benefit
- consider the organisation of group activities so that children are not waiting for longer than necessary.

## Setting details

<b>Unique reference number</b>	EY303602
<b>Local authority</b>	Devon
<b>Inspection number</b>	10125845
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Welsh, Nicola Lisa
<b>Registered person unique reference number</b>	RP512482
<b>Telephone number</b>	01884 881272
<b>Date of previous inspection</b>	2 June 2015

## Information about this early years setting

Little Angels registered in 2004. It operates from a building adjoining the home of the provider in the village of Rackenford, near Tiverton. The nursery is open from 8.30am to 5.30pm on weekdays, and also provides care before and after school, and in the school holidays. The nursery is staffed by the provider and eight additional members of staff; four of whom hold qualifications to at least level 3. Two members of staff hold level 2 qualifications and a further three are currently working towards relevant qualifications. Little Angels offers funded places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Den Russell

## Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the nursery and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and staff throughout the inspection.
- The inspector read statements from parents to gather their views.

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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