

Inspection of Little Angels (Moreton) Limited

389 Hoylake Road, Moreton CH46 0RW

Inspection date: 9 September 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a welcoming and nurturing learning environment in which children benefit from supportive relationships. This helps children, and their parents, feel safe and supported. Children are confident to explore the environment and engage in the activities on offer. Staff give babies the comfort they need, such as cuddles when they are upset. This helps babies settle quickly and seek out staff for help as needed. Staff build extremely positive relationships with parents. They gain useful information about the children, to help inform the planned activities.

Staff have consistent expectations for children's behaviour. Children receive praise and rewards for their good manners and helping each other. This helps children to learn positive behaviours, such as taking turns and being respectful. For example, children share resources with each other and patiently wait their turn. Staff support children to understand their own feelings and emotions and those of others. Older children have areas to relax and can access quiet time. This is helpful when children need to regulate their emotions. Staff speak to children and introduce vocabulary to explain their feelings. Children show compassion when their friends are upset and offer comfort and reassurance. These experiences help children develop many of the skills needed for future learning and school.

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

- Staff talk to children as they play and provide children with new vocabulary. Children on the whole are supported to develop their communication skills. However, staff sometimes ask children questions in quick succession. Children do not have time to think, process and respond. This approach does not effectively build children's knowledge of back and forth conversations.
- Children learn to be independent. Toddlers are learning to help put on their coats and shoes. Pre school children serve themselves at snack time and pour their own drinks. Children who are learning to attend to their own toileting needs ring a bell when they need help from staff. This approach helps develop self-confidence but children understand help is on hand when needed.
- The curriculum for physical development is strong. Children climb on crates and tyres in the outdoor area. Older children plant seeds, precisely water the plants and cut trees and branches with scissors. Younger children use tools to manipulate and mould dough into imaginative creations. Babies move confidently around the environment; they delight as they dig in sand. Children develop their coordination, strength and dexterity ready for the next stage of their learning.
- Mathematics is firmly embedded. Younger children are introduced to shapes, numbers and counting through songs. Older children count with confidence and recognise a range of patterns in the environment. They also develop an

understanding of measurement concepts, such as 'short' and 'long'. Consequently, children develop positive attitudes towards early mathematical concepts.

- Staff seize every opportunity to bring stories to life. Younger children enjoy learning rhymes in books. They giggle and point to their socks as they hear the word 'fox' in the story book. Older children delight as they pretend to swim in water and act out running through a forest. Children demonstrate a real love of reading in this nursery.
- Staff provide an inclusive environment and each child's uniqueness is valued. Children celebrate festivals that are important to their friends, such as, Diwali, Easter and Chinese New Year. This helps children to understand that people have different beliefs.
- Managers effectively support staff to complete their roles. Staff have access to focussed supervision sessions. They discuss their well-being and receive specific feedback to help improve the quality of teaching. As a result, staff feel happy in their roles.
- Parents are given support to help their children learn. Staff share their knowledge to offer reassurance and support as needed. Parents welcome advice on toilet training, healthy eating and in particular promoting good behaviour. This helps to form a consistent approach to learning and development. As a result, children make good progress and parents feel supported.

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 improve their knowledge of effective questioning, to further help develop children's communication and language skills.

Setting details

Unique reference number	2685817
Local authority	Wirral
Inspection number	10354910
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	97
Number of children on roll	42
Name of registered person	Little Angels (Moreton) Limited
Registered person unique reference number	2685816
Telephone number	0151 678 9660
Date of previous inspection	Not applicable

Information about this early years setting

Little Angels (Moreton) Ltd registered in 2022. The nursery is situated in Moreton, Wirral and employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, one also has qualified teacher status. The nursery operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. It offers funded early education places for two-, three- and four- year old children. The nursery also offers a holiday club for children aged four to 11 years.

Information about this inspection

Inspector

Deborah Magee

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to the children to find out about their time at the nursery.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and took account of 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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