

Little Angels Pre-School

Inspection report for early years provision

Unique Reference Number EY361912

Inspection date 15 May 2008

Inspector Tina Kelly

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Registered person Margaret Ann Hart

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Angels Pre-School is a privately owned provision. The setting opened in 2007 and operates from the main hall of the Community Centre in Bennets End, Hemel Hempstead. The setting has sole use of a secure outside play area.

The pre-school is registered for a maximum of 20 children aged between two and five years. There are currently 48 children on roll. Of these 22 children are in receipt of funding for nursery education.

The pre-school is open each weekday from 09.00 to 12.00 during term time. They also offer a lunch club and afternoon sessions from 12.30 to 15.00 on two days of the week. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school employs six staff. The registered provider is the day to day manager of the setting and is working towards a level four qualification in early childcare and education. The deputy and one other member of staff hold level three qualifications. Other staff are working towards level two qualifications. The setting receives advice from a qualified teacher as part

of the local authority early years development support service and is a member of the Pre-school Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good health through their daily routines. Children have an effective understanding of hygiene as they are reminded to use the tissues set out for them when they have a runny nose and to dispose of them in the bin. Cloakroom routines are well-managed, steps and child-sized toilet seats promote the children's independence. Children change into their indoor shoes and slippers as they come into the pre-school, they are beginning to understand that this is good for their feet and helps to keep the floor clean. Children are familiar with the routines, they are well supported by staff who are fully aware of their individual needs.

Children are protected as policies and procedures which support their health and medical needs are in place and updated regularly. Children with health issues are monitored and additional resources are provided to ensure clean resources are in place to prevent cross-infection. Children are protected as each day a designated first aider is nominated and the detail is put on display. This is amended if that person leaves the setting. Staff are fully aware of the systems that are in place to record accidents and incidents.

Children's nutritional and cultural dietary needs are recorded and met. Children are encouraged to help themselves to fresh water from a child-sized water cooler. They select a beaker and are competent in working the apparatus. Snack times are a social event. Staff sit with the children to assist them and to extend and discuss the healthy options that are available to them. Snacks are frequently linked to the weekly topic. The story of 'Goldilocks and the three bears' introduced the children to the experience of making and eating porridge. Some were clear that they really didn't like it. Their language was extended as the taste, texture and links to the story were discussed at length. Children's independence is promoted at snack time as they are asked to take their used plates and put them on the side, they then wipe the table mats and put them away.

The setting has only recently been able to fence a small area of grass in the community centre grounds. Children enjoyed this new play experience. They now have opportunities each day for outside play. The area is set up before the children go out. They are keen to try the ride on toys and to use the sporting equipment that is available to them. Photographs show the children taking part in a wide range of physical activities and events in the main hall. They have many opportunities to extend and develop their physical skills with various equipment and resources that promote all aspects of their developing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, well-maintained and child-friendly environment. Appropriate safety measures and records are in place to ensure the children's safety. The spacious pre-school room provides various areas for the children to play and to explore new activities and experiences. As there are limited windows to open the setting provides an air conditioning unit to ensure a cool environment during the warm weather. The garden area is not accessible

directly from the play room. Appropriate strategies are in place to monitor the children's play and ensure their safety.

Children's safety is of high priority. They are cared for by suitable adults who have had the required checks with appropriate training and experiences to ensure the well-being of the children in their care. Staff are easily identified as they wear uniforms and name badges. Entry to the setting is by bell. Staff monitor all visitors and ensure they sign in. Children learn about their own safety as they are reminded not to run, they are becoming aware of the impact their play has on others nearby. Staff are vigilant in their practice, they are aware of the routines that are in place to keep children safe when accessing the cloakrooms along the corridor from the main room.

Children are protected by staff who have a clear understanding of child protection issues. The supervisor has attended the Local Safeguarding Children Board (LSCB) course at level two. The setting has adopted the Pre-school Learning Alliance 'culture of safety' documentation. Information is on display in the foyer with regards to national child protection procedures and contact numbers. However, parents are not made aware of the setting's full policies on child protection. They are not informed of the strong commitment the setting has to child protection or the strategies that are in place to protect their children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the pre-school setting. They are motivated and quickly become engrossed in a broad range of activities relevant to their ages and stages of development. They are gaining in confidence and independence as they choose activities and move freely between the different play and learning opportunities. At group time children enjoy singing familiar songs that are usually supported with puppets and interesting props. All children listen intently and join in with great confidence.

Staff working with the children have a sound understanding of how children learn. They base the planning for the younger children on the 'Birth to three matters' framework and meet the children's needs appropriately. Staff are sensitive to the needs of the younger children. They boost children's self-esteem with consistent praise. Staff use appropriate questions to extend and develop the children's learning and play ideas.

Nursery Education. The quality of teaching and learning is satisfactory. Staff are experienced in supporting and working with the children both in groups and on a one to one basis. They work with the children at all times to extend their language and comprehension. Children benefit from varied teaching methods throughout the session. They are confident in large groups, they listen carefully when working in pairs with staff who are good role models and who support children in all aspects of their learning.

Daily activity sheets and long term plans are compiled at regular staff meetings. But children's learning is not fully promoted as the planning does not show how aspects of the early years curriculum and the areas of learning are implemented and covered in the planned activities and topics.

Comprehensive records of achievements are in place. However, there is no formal assessment of the children when they start at the nursery which means that the detail that is in place is not based on the children's starting points. It is not clear how the plans and activities provided

are promoting and extending the children's developing skills. The procedures for recording children's progress is not effectively monitored.

Children are confident as they talk to each other and to adults, sharing experiences both from their time at the pre-school and from home. Children have both planned activities and free opportunities for mark-making and creative development every day. They are able to access a selection of different pencils, crayons and paper. Children's work and educational posters are on display around the hall. When working at the mark-making table children are able to link the corresponding colours to the charts and pictures. They can identify and name both the base colours and different shades such as dark and light. They are competent in accessing the craft materials with a growing understanding of how to position materials to show the glossy side and to use the glue sticks correctly.

Children's mathematical language and thinking is developed through activities both planned and spontaneous. They are asked to count and make judgments on size and position in one to one sessions with matching shapes. The 'clever counting' session at circle time extends their counting experiences as they count all the children in attendance. They receive good support from staff who work closely with them. Children have opportunities in their every day play to extend their understanding of technology such as tills, a CD player, telephones and age-appropriate electronic games.

Knowledge and understanding of the wider world is planned into the termly activities and themes. Road safety sessions are very popular with the children, photographs show them taking part in dressing up and role play which reinforces their learning. Children can make choices about the resources and toys they want to play with. Most of the pre-school's resources are stored at low-level within the play room. Children enjoy their time at pre-school, they thrive in a well-supported and well-organised learning environment.

Helping children make a positive contribution

The provision is good.

All children are welcomed into pre-school and greeted by name by the manager and their key workers. They are valued and respected with important family events discussed and shared in general conversation, at snack and other social times. The setting offers advice and helps in seeking support for families who are not sure how to access local services.

Children are developing a positive attitude to others. They have a growing understanding of the wider world. Cultural celebrations are planned into the year's activities. Resources and books that reflect different cultures and family backgrounds are limited in day to day play. Activities are not planned to incorporate equal opportunities and plans do not include resources that will provide children with opportunities to extend and develop their understanding of different cultures and equal opportunities.

Children's behaviour is well-managed. Staff are very aware of family structures they know the children well and are proactive in supporting children's varied individual needs. The setting has developed a bullying policy and are very aware of the importance of ensuring all children have opportunities to be heard when conflict arises. They have a policy to promote robust imaginative play. Spiderman games are very popular, children are reminded that Spiderman doesn't run indoors and takes care when playing around other children. They respond well and become engrossed in conversations about what is acceptable behaviour whether in fancy dress or in general play. Children are learning to take turns and to share. They are becoming aware of the

importance of listening to adults during the group circle time. When the noise level rises staff use a laminated communication picture sign to indicate to the children that they need to listen and to be quiet. This works well, all children are able to understand the instruction given to them.

The setting is very pro-active in supporting children with learning and behavioural issues. There is a designated special educational needs co-ordinator (SENCO) who has attended a range of training opportunities which enables the setting to work effectively with children who have challenging behaviour, language delay and recognised learning difficulties and/or disabilities. One to one support is sought when needed to ensure children's individual needs are recognised and met. Additional advice is sought from outside agencies for children with recognised difficulties. The local authority teaching support team and speech and language therapist are involved in supporting the staff, children and their families. When children are identified with language delay the setting establishes a 'word book'. This is used to record words that the children are familiar with and to list new words they are to be introduced through new activities and planned themes. Parents also add detail of language used at home to provide an overall view of the children's progress. This system records the children's developing language and comprehension and ensures their new found skills continue to be supported at home and in the setting.

The partnership with parents and carers of funded children is good. This contributes significantly to the children's well-being and learning potential. Children's records of achievements are available to parents at any time, the folders contain samples of the children's work during the time they have attended the setting. The prospectus contains comprehensive detail about the day to day running of the setting and how they aim to provide a curriculum based foundation for children's early learning experiences. Regular newsletters and posters in the foyer keep parents informed about the activities and themes that their children are working towards. A recent questionnaire prepared by the nearby Children's Centre show that parents are very pleased with the progress their children are making and feel fully supported by staff at the setting. Children's spiritual, moral, social and cultural development is being fostered.

Organisation

The organisation is good.

The nursery policies and procedures provide a sound framework for the care and learning for all children. Personal detail is stored securely. Appropriate recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff are well deployed which ensures children receive good support at all times. A flexible routine provides a good balance of planned activities and free play.

The leadership and management of the group is good. The staff team take responsibility for planning activities in line with their key groups needs and abilities. They meet on a regular basis and have developed a strong team that is well qualified and committed to providing a stimulating learning environment. The setting seeks support from the Children's Centre, Young in Herts early years development team and takes advice from a qualified teacher to promote their learning opportunities for all children. The registered provider has a wealth of experience in organising staff and promoting a professional approach to the pre-school provision. The well-presented resources, staff deployment and a flexible learning environment ensures the provision offers an inclusive environment where every child matters. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

This is the setting's first inspection.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure parents are made aware of the safeguarding children policies and procedures
- promote children's knowledge and understanding of the wider world, ensure resources reflect and promote anti discriminatory practice for all children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review planning to ensure the detail shows the children's starting points, achievements and progression
- review plans in line with the early learning goals to ensure all aspects of the children's learning is taken into account.

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