

# Little Angels

Inspection report for early years provision

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**Unique reference number**

EY299955

**Inspection date**

20/01/2009

**Inspector**

Ros Church

**Setting address**

Werrington Sports & Recreation Centre, Staniland Way,  
Peterborough, Cambridgeshire, PE4 6JT

**Telephone number**

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**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Angels Pre-School opened in January 2005. It operates from the community room within Werrington Sports and Recreation Centre. It is situated next to the Werrington Centre which is on the outskirts of Peterborough. All children share access to a secure, enclosed outdoor play area. The pre-school is open each weekday from 09:15 to 12:15, term time only. On Monday and Wednesday a lunch club operates until 13:00 where children bring a packed lunch. Little Angels Pre-School serves the local community. There is level access into the building.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 26 children from two to five years. There are currently 19 children on roll; all are within the early years age range. This includes children who receive funding for early education. The nursery is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs four staff, of these, three have appropriate early years qualifications and one who is working towards a qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Little Angels provides effectively for children in the Early Years Foundation Stage. A warm and welcoming environment is created to ensure all children are happy and enjoy their time at the pre-school. Staff work very well together to provide a good range of stimulating experiences where all children are included. Children have access to a good range of activities and resources which are planned to meet individual needs and interests. Managers and staff work closely with advisors to evaluate their practice and identify areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of assessments to take account of children's starting points, in order to show their progress.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop further the risk assessments to include all aspects of the environment that need to be checked on a regular basis, ensuring that all hazards are minimised, also to include all outings in which children participate (Suitable premises, environment and equipment).

17/02/2009

## **The leadership and management of the early years provision**

Effective safeguarding procedures are in place to ensure children's safety within the setting. Thorough recruitment and selection procedures ensure all persons working with the children are appropriately vetted. The staff team are committed to training and professional development and improving their knowledge and skills to support children's welfare and learning. Regular appraisals help staff to identify their individual learning needs. Procedures and practices within the setting help to minimise hazards. For example, risk assessments and daily checks are carried out and staff supervise areas within the setting well. However, risk assessments do not identify all equipment within the setting such as a portable heater, and the written record of risk assessments does not include all outings children participate in. All children's records are well maintained and kept confidential. There is a comprehensive range of policies and procedures which underpin the smooth running of the setting.

Staff work well with the parents to ensure they are aware of children's individual needs. They talk to parents daily giving feedback on their care, activities and learning. Good written information is provided; this includes notice boards, newsletters, information on the educational programme and procedures of the setting. Parents are encouraged to take an active part in the pre-school such as sharing their skills, helping out on a rota basis and attending various open sessions.

Continual improvement of the provision is a priority of the managers. A variety of systems are in place to monitor and evaluate the provision, these include self-evaluation, regular staff meetings, listening to children's views and monitoring their learning, parental questionnaires and working with early years workers. All recommendations made at the previous inspection have been incorporated into their current good practice, this helps to promote further the positive experiences for children.

## **The quality and standards of the early years provision**

Children are happy, confident and enjoy their time at the setting. A good range of stimulating experiences are provided within an environment which enables children to be independent and make choices within their play. Throughout the session children are able to choose whether to play in or out of doors providing good opportunities for fresh air and exercise. Within the outdoor environment children are dressed appropriately enabling them to experience all weathers, different seasons and the natural world. The outdoor area has been developed to provide children with very good opportunities to explore, use their senses and be physically active. For example, sensory fencing and path areas have been developed. Children enjoy digging in the mud patch, collecting the soil in the diggers, finding stones and weighing these on the scales. A good range of both small and large equipment is set out daily to promote children's physical development. Each day the play room is set up to provide a child-centred environment which is warm and

welcoming. A broad range of activities are planned and provided which cover all areas of learning. These provide a balance of adult-led and child-led activities which result in children being active learners, creative and able to think critically. Children are able to select additional toys and resources which are well organised around the room enabling them to extend their play and learning.

Staff work well together to plan for each child's individual interests and development. This is done by carrying out a good range of observational assessments, these are used effectively to identify what children can do and their individual next steps which are built into future planning. The new system of assessing and recording children's achievements is developing well, although at present there is no record of children's starting points. This means children's progress is not fully evaluated. Close working relationships with the parents enables staff to be aware of children's individual needs and requirements. Staff ensure that all children are included and feel valued, and that new children to the group are able to settle-in at their own pace.

Children enjoy their time at the pre-school where they learn to play cooperatively together, to share and take turns. Many children have friendships within the group and have fun playing and learning together. Children confidently use the computer and solve problems within their play. This together with their developing language skills, their understanding of numbers and the promotion of their self-esteem contributes to their future economic well-being. Staff are good role models, where they encourage and support children well. They manage behaviour consistently and with sensitivity so that children learn to behave with care and consideration for others. Children learn about the importance of good hygiene as they wash their hands such as before handling food. They eat a good variety of healthy snacks, with the snack bar enabling children to make their own decision when to have a drink and snack; this also ensures that their play is not disrupted. Children learn about keeping themselves safe through regular fire evacuations, safety when on outings and learning about the importance of tidying away after play to make the environment safe for themselves and others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.