

# Little Angels Pre-School Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY290685
<b>Inspection date</b>	11/12/2008
<b>Inspector</b>	Anna Dawson
<b>Setting address</b>	Weaver Primary School, Western Avenue, Nantwich, Cheshire, CW5 7AJ
<b>Telephone number</b>	07891 585988
<b>Email</b>	
<b>Type of setting</b>	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 and Out of School Club is privately owned and has been registered since 2004. It is registered on the Early Years and Childcare Registers. It operates from a mobile classroom within the grounds of Weaver Primary School, Nantwich. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 15.00 and the out of school club from 08.00 to 09.00 and 15.10 to 18.00 term time only. The setting provides care in the school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from 3 to under 8 years on roll. There are 41 children on roll in the out of school club and the pre-school. Of these children, 25 children receive funding for nursery education. The pre-school actively supports children with special educational needs. There is currently one child who is learning English as an additional language and two others speak European languages.

The pre-school and out of school club employs one full time and eight part-time staff. All hold appropriate early years qualifications.

The nursery is supported by an early years teacher and a local authority special needs co-ordinator.

## **Overall effectiveness of the early years provision**

Outstanding leadership, management and very effective support from the staff ensure that the needs of all the children are met. The exemplary relationships between children and staff and the use made of their observations of children to challenge and develop new learning and encourage confidence and independence are major strengths. Inclusion is a strength which is evident in the excellent partnerships that exist with parents, schools and other agencies. These factors are major contributors to the extremely good progress children make. Provision is equally strong in the out of school club. Self-evaluation is thorough and detailed. However, the recording of suitability checks on staff, although accurate, is not in an easily accessible format. Very good improvement has been made from the last inspection and there is very good capacity for further improvement.

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

To further improve the high quality early years provision the registered person should consider:

- refine recording procedures for maintaining suitability checks on staff.

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

This setting is extremely well led and managed. Self-evaluation is accurate and thorough. The staff work exceptionally well as a team. They have clear roles and responsibilities and are very well qualified. Key workers plan activities very effectively to meet the needs and interests of the children in both the pre-school and out of school club. The staff keep their training and skills up to date and seek to improve their professional qualifications. Expectations are high of children's learning and development. Record keeping is thorough and this maintains a high level of care and ensures that children are safeguarded. However, the checks on the suitability of the staff are not in an easily accessible format which, although a minor point, can lead to mistakes being made when checks are due for renewal. Parents are kept exceptionally well informed about their children's progress and how to help them at home through newsletters and home-school diaries. Questionnaires and frequent daily discussions ensure the setting is meeting the needs of parents and their children. It is not surprising that comments, such as 'outstanding', 'perfect' and 'the staff are so approachable and caring' from parents accurately reflect the quality of the provision.

Inclusion is strong. The pre-school very effectively supports children with learning difficulties and disabilities. For example, children learn to sign. A good ratio of staff to children means all children are helped well to investigate and try out their ideas. In the out of school club, activities are equally varied and suitably challenging. In both provisions staff encourage children's independence and confidence. As a result, children's personal development is exceptionally good. The setting has identified the right priorities for improvement and seeks to expand the provision in the future. The outstanding partnerships with parents, school and other agencies ensure a smooth transition into the Reception year.

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

The children make extremely good progress because they feel secure and the activities meet their needs and interests. The staff provide very well for children's welfare. Children have many opportunities to investigate and explore. The staff have good knowledge of the Early Years Foundation Stage and plan many opportunities for the children to investigate and to explore the well resourced learning environment. The staff are particularly skilled in their questioning when children are engaged in activities. This promotes the children's thinking and problem-solving skills very well. Planning of activities is based on ongoing assessments made of children's learning and development and their interests. This leads to children enjoying the challenging learning experiences. Activities, such as role-play in the post office or exploring the changes from water to ice on a frosty morning are characteristic of activities that capture the children's interests and promote their learning. All children participate and succeed because the staff assess and plan for individual children. Inclusion is excellent because the additional needs of all the children are identified and met. This is the result of outstanding partnerships with parents, other schools and outside agencies for children with

learning difficulties and/or disabilities. These children achieve as well as others. Equally effective provision is made for those who are learning English as an additional language. The well-established routines and expectations of behaviour are evident in the exemplary relationships that children have with their key workers. The children behave in ways that are safe for themselves and others. Through very effective support from the staff, children become independent and confident learners. The premises are safe and secure and the resources are of good quality, which promotes children's purposeful and confident active play both indoors and out of doors. Children independently wash their hands after messy activities or before they eat their healthy snacks of fruit and breadsticks. They show they have an excellent awareness of health and hygiene. Children begin to respect others' beliefs and learn about cultural and religious differences as they celebrate festivals, such as Diwali. Children make an extremely positive contribution to the community through their participation in school and community events, such as the Christmas play. The development of the basic literacy, numeracy, information and communications technology (ICT) skills sets a good foundation for the children's entry to full time education.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.