

# Little Angels Community Pre School

Inspection report for early years provision

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**Unique reference number**

EY387068

**Inspection date**

30/09/2009

**Inspector**

Denise Sixsmith

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Angels Community Pre-School registered in 2009. It is managed by a committee. The pre-school operates from the church hall attached to St Michael's Church in Ashton, Preston. Children have access to the hall and toilet facilities all located on the ground floor. Children access the church grounds for supervised play activities. The pre-school operates from 9.15am to 12.15pm, Monday to Friday, during term time only.

The pre-school is registered to care for a maximum of 24 children at any one time within the Early Years Foundation Stage (EYFS). The provision is also registered by Ofsted on the compulsory part of the Childcare Register. There are currently 38 children on roll in the early years age group. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of staff. All staff hold appropriate early years qualifications. The pre-school receives support from the local authority and provides funded places for the provision of early education to children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very well cared for by a confident, established team of qualified and experienced staff. The enthusiastic team works well together to provide a caring, exciting and stimulating learning environment for all children. Strong links with parents and carers help to involve them in their children's care and learning, and they are kept very well informed of their children's progress. The management and staff are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Overall an inclusive and welcoming service is provided where all children are valued.

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

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

- ensure that all the contents of the first aid box are appropriate to meet the needs of the children (Safeguarding and promoting children's welfare). 22/10/2009

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

- implement the plans to further improve the safeguarding of children through the provision of training for an additional designated practitioner with responsibility for safeguarding.

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

Effective steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. Clear procedures are in place for identifying any child at risk of harm and contact details are available for appropriate child agencies. The nominated person for safeguarding has received appropriate training; however, none of the other staff has received this additional training, although plans are in place to implement this. The environment in which children are cared for is safe and supportive to ensure they feel safe. Comprehensive risk assessment and daily safety checks undertaken prior to the start of the sessions enhance the safety of children. Clear, comprehensive policies and procedures, followed appropriately in practice by staff and shared with parents, further enhance the safety and well-being of all children.

The management team are effective in identifying strengths and weaknesses of the provision and make good use of findings from the self-assessment process as well as other quality checks. Future planning is founded on good evidence, systematic tackling of key areas of weakness and building on areas of strength. Consequently, the pre-school is continually improving its service and outcomes for children. Resources are well deployed to improve outcomes for children, with all staff being well qualified and experienced. However, some of the contents of the first aid boxes are out of date and as such a specific requirement is not met. The premises are clean and bright and set out well with good quality toys and equipment that are easily accessible to children and provide choice. The whole staff team work very well together, are stimulated and enthusiastic and channel their efforts to good effect to provide a good service for the parents and children. They work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Children's need for additional support is identified by staff as early as possible to ensure that each child gets the support they need.

The pre-school has a positive relationship with the parents and carers and relationships are well established, ensuring each child's needs are met very well. The setting regularly asks parents and carers for their views and ensures that these are used to inform decisions about the provision and service provided. Parents and carers are kept well informed about their children's achievement, well-being and development. The setting helps parents and carers to support their children's learning in different ways, for example, through daily contributions to activities, home link activities and invites to share their skills and knowledge during the sessions. The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Parents spoken to are all very supportive of the pre-school and the warm, caring, knowledgeable staff. All highly value the staff's commitment to ensuring their children receive good quality care and learning and thoroughly enjoy themselves while at the group.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a very secure knowledge and understanding of how young children learn through play and experiences that suit their learning styles and interests. Consequently, children are making good progress in all areas of their learning and development whilst at the group. Observations and notated photographs as well as information gathered about the interests of each child are used well to inform planning. The ongoing development and planned additions to the assessment system continue to ensure improvement in outcomes for children in their learning and development. Children enjoy mathematical games and songs and count regularly during daily routines. Staff's use of storytelling and group activity sessions, during which they actively bring characters in books and puppets alive through gesture and voice intonation, captivate children's interest and imagination. As a result, children share in the delights of a favourite text, learn to concentrate, behave very well in group activities, and develop an interest in and love of language. Children are developing self-help skills very well because staff build sufficient time into the daily routine. For example, children select their own snack time, wash their hands, collect their beaker and bowl, select their fruit and pour their choice of drink. When they have finished they clear away and wash and dry their pots.

Children are assisted to learn to lead healthy lifestyles and maintain good health well. They take part in vigorous daily exercise to develop their physical skills and strength. In particular, staff and children all work together energetically to manoeuvre the parachute and have great fun. Children learn to wash their hands thoroughly after using the toilet, assisted by the photographic display above the hand basins which reminds them of good personal hygiene routines. Children enjoy the healthy snacks of fruit; in particular, they have fun tasting the mangos provided by one of the children. They access drinks whenever they want them, to ensure they stay hydrated in all weathers and after exercise. Children learn how to keep themselves safe when playing because staff ensure that they spend time reinforcing and assisting safe usage of tools and equipment. Emergency evacuations are planned regularly to ensure the children are able to evacuate the building safely and effectively. Physical play is closely supervised by staff whilst children's independence is encouraged and fostered well.

Children are extremely happy and settle quickly to play because staff recognise and value the uniqueness of each child. Children enthusiastically take part in activities that help them feel part of their own and the wider community and are supported well to develop good skills for the future. They explore cultural similarities and differences by celebrating a variety of festivals throughout the year. The imaginative use of puppets and masks inspires children to learn about feelings and use language in small group activities as well as in self-initiated role-play. Staff provide a comfortable relaxed atmosphere in which children are confident and manage their own behaviour extremely well. Staff's consistent expectations and careful monitoring ensure children abide by the safety rules of the setting and develop their social competence and self-esteem. Children are very well mannered, help each other to achieve and tidy away during the session.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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

Met