

Little Angels Pre-School

Inspection report for early years provision

Unique reference number

109692

Inspection date

05/05/2010

Inspector

Lisa Jane Cupples

Setting address

Fareham Baptist Church, Gosport Road, Fareham, PO16
0QW

Telephone number

07858 371409

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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 Pre-school is situated in a Christian church on the outskirts of Fareham in Hampshire. The pre-school is owned by the church, is run by a committee, serves the local community and has been registered for many years. The pre-school offers sessional and full day care and is open Monday to Friday from 8.30am to 3.00pm during term time only. All children have access to a secure outdoor play area.

The pre-school is registered to provide care for 26 children from age two years to the end of the early years age group and is on the Early Years Register. There are currently 60 children in the early years age group on roll.

There are seven members of staff who work directly with the children and all of them hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time in the setting because staff take the time to get to know the children and their families well. Children's welfare and learning are promoted successfully, ensuring they make good progress towards the early learning goals. Comprehensive systems are in place to evaluate and monitor the effectiveness of the setting. All staff work together closely to identify and address any areas for development, continuously driving improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- further develop the children's progress records to clearly show their identified next steps and ensure the information is shared with parents to fully involve them in their children's learning
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

All children are safeguarded because staff have a good understanding of child protection procedures and know how to implement them to protect the children in their care. Written policies and procedures are shared with parents and referral charts are displayed around the setting for information. Robust recruitment and vetting procedures are implemented effectively to ensure all adults working with

the children are suitable. All visitors are required to sign in and out of the building to ensure a full and accurate record of everyone coming into contact with the children is maintained. Children benefit from a safe and secure play and learning environment because detailed written risk assessments are carried out and are reviewed regularly. Staff monitor all accidents that occur on the premises to identify any potential risks to children and take action to minimise them. For example, an alarm system has been fitted to ensure children can not access the kitchen area.

The setting has made good progress since the last inspection and has addressed the previous recommendation. Medication records have been updated to ensure parents now sign to acknowledge the administration of all medication, ensuring they are fully informed. The well established staff team and management committee work closely together to drive improvement across the setting for the benefit of the children. Self-evaluation is good and staff effectively identify the settings strengths and weaknesses. Actions plans are devised to ensure all recommendations are addressed as soon as possible. For example, the outdoor play area has been expanded to ensure all six areas of learning are covered outside, extending the children's outdoor play and learning experiences.

All children have access to a wide and varied range of resources and activities that are suitable for their age and stage of development. The learning environment is organised to ensure all children can see what is available, increasing their independence and decision-making skills effectively. Children are beginning to learn about the world around them through activities and themes to celebrate a range of cultural festivals, such as, Divali and Chinese New Year and they have access to some multicultural resources on a daily basis. However, there are no resources to promote positive images of diversity, gender or disability to challenge the children's thinking or enhance their awareness of differences.

Children benefit from the open lines of communication between the staff team and their parents. Information is shared through discussion and detailed home link books. Parents are able to talk to the staff at any time and the pre-school has an open door policy, making the parents feel welcome. Staff provide detailed termly progress reports and parents have access to their children's records and are able to make written contributions if they choose to. However, information about the children's identified next learning steps is not currently shared regularly to enable the parents to be fully involved in their children's learning. Good systems and procedures are in place to support children who speak English as an additional language and children with special educational needs. The staff team work closely with the parents and other agencies to fully support all the children who attend. Procedures are also in place to share information with other providers of the Early Years Foundation Stage to ensure the care and learning for children who attend other settings is consistent and complimentary.

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

All children are making good progress towards the early learning goals because staff have a clear understanding of the Early Years Foundation Stage. Staff spend time observing what the children can do and they incorporate their individual interests into the curriculum planning. As a result, children are occupied and engaged in purposeful activities and staff are skilled at making the most of incidental learning opportunities to extend the children's learning. Children's spoken language is developing well and they confidently share their ideas and thoughts with the staff and their peers. They negotiate roles and use their imaginations well during role play and with miniature world resources. Children's problem-solving skills are promoted well and independence is encouraged at all times. For example, children build balance beams outside using a range of materials, such as, wooden pallets, car tyres and planks of wood. The children work together, cooperating well as they move and arrange the equipment to make pathways. They ride wheeled toys with precision and show good spatial awareness as they avoid collisions when riding around the marked roadway. Children have access to books and mark making materials both inside and outside and they practise their emergent writing skills in a variety of ways. They actively listen to stories read by the staff and often predict what will happen next. Children have many ways to express themselves creatively during their time at the pre-school. The art and craft area enables the children to self select paints and other resources to create their own ideas. They enjoy musical movement and confidently match actions to rhymes during large group activities. Children count at every opportunity and use mathematical language to describe position, quantity, size and shape during activities. Children use the computer with ease, choosing programmes and controlling the mouse competently. Staff are vigilant and know which children need additional support using the equipment. They sit with the children and guide them through the process of finding the games they want to play and then encourage them to try by themselves, helping to develop their skills and their self confidence.

All children learn how to keep themselves safe through daily routines, simple group rules and discussions. For example, all children know they must not run inside and they tuck their chairs in when they have finished at the tables to prevent others from tripping over them. They use scissors safely and often remind each other of the rules. Children practise regular fire drills with the staff and older children are able to explain what happens during a drill, showing a good understanding of the procedures to safely evacuate the building in the event of an emergency. Children show high levels of independence during snack time as they help to wash and prepare a wide range of fresh fruit and vegetables. The children wash their hands and don aprons before peeling and chopping the selection of healthy options. Other children find pictures of the snack options available and fix them to a board so that all children know what they can choose. Posters and pictures are displayed and children talk with each other and the staff about the types of food that are good for them. Children also talk about the importance of exercise and benefit from the fresh air daily as they free flow in and out of the play area. Children behave well because they are busy, engaged and occupied throughout the day. All

children participate fully because they are interested in the available activities, resources and opportunities, which has a positive effect on their behaviour. Staff implement clear rules and boundaries consistently to ensure the children know exactly what is expected of them. As a result, children are beginning to understand right from wrong and often remind others of the simple group rules. Children are polite and the staff team are good role models, often thanking the children for their help and recognising their efforts and achievements. Children are beginning to show consideration for others and often ask if they want to join in, or pass resources to each other, sharing and taking turns with little or no encouragement.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

