



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 957401

DfES Number: 532399

INSPECTION DETAILS

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| Inspection Date | 09/02/2005 |
| Inspector Name | Jane Elizabeth Chappell |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Play Place Little Angels |
| Setting Address | Limpsfield Road South Croydon Surrey CR2 9DA |

REGISTERED PROVIDER DETAILS

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| Name | Play Place Child Care Services Limited 03750615 |
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ORGANISATION DETAILS

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| Name | Play Place Child Care Services Limited |
| Address | 71 Lusted Hall Lane Tatsfield Westerham Kent TN16 2NN |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Angels Pre-school is one of five provisions run by Play Place Childcare Services Ltd. It opened in 2001 and operates from three rooms within a church building. It is situated in Sanderstead a suburb of the London Borough of Croydon. A maximum of 36 children may attend the pre school at any one time. The pre school is open each weekday 09.15 to 15.00 term time only. All children share access to a secure outdoor play area.

There are currently 68 children aged from 2 years to under 5 years on roll. Of these 35 children receive funding for nursery education. Children come from the local catchment area. The pre school currently supports a number of children with special educational needs and a number of children who speak English as an additional language.

The pre school employs eight staff. Four of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Little Angels Pre-school provides good care for children. The premises are bright, spacious and welcoming. The staff are supportive, work well together, and have a good rapport with children and parents. Children are happy and secure in their care. The group have access to an outdoor area, however this is only used in the warmer months. Resources are of good quality but are not organised to encourage children to make choices and use their initiative.

The planning of activities is detailed and mostly takes account of the needs of the children. Observations are carried out, but are not evaluative so do not always aid planning. The weekly and termly plans are displayed for parents in the entrance hall. The children are occupied and engage in a good range of activities. The pre-school operates as two separate groups determined by age and ability, except at story time where the children come together as one group.

Staff relate well with the children and they are responsive to their needs. Staff are well organised and appropriately deployed within the group. Commitment to enhancing practice through training is evident within the whole staff team. Children are given consistent and appropriate boundaries to which they respond to positively.

The children are closely supervised and health and safety is satisfactory. Three staff have an up to date first aid certificate. Children with special needs and English as an additional language are supported within the group.

Partnership with parents works well and parents are satisfied with the care their child receives. There are opportunities for parents to be involved in the group. Parents receive formal feedback of their child's progress twice a year, as well as opportunities for informal meetings throughout the year.

Most paperwork is in place, however some documentation lacks detail.

What has improved since the last inspection?

At the last inspection the registered provider agreed to put all paperwork and safety measures in place. Paperwork is now in place. A Recommendation has been made at this inspection, for further improvement. Safety measures are now in place ensuring a safe environment for children.

What is being done well?

- Deployment of staff is planned and well organised throughout the session. Staff interact positively with the children. This enables the children to confidently access the available activities and resources.
- Staff spend a lot of time talking and listening to the children. They are supportive and enjoy working with the children, which ensures that the children feel safe, enjoy learning and make good relationships.
- The group has very positive strategies in place for behaviour management. Clear boundaries and reasonable expectations are set for children. This is reflected in the way the children interact with each other.
- Partnership with parents is actively encouraged throughout the nursery, there are opportunities for parents to become involved thus enabling children to have a connection between home and pre-school.

What needs to be improved?

- the current system of evaluations of children's development to aid planning and the opportunities for children to be able to self select resources
- the opportunities for children to have access to the outdoor area/local outings throughout the year.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|---|
| 3 | Organise resources so that they are readily accessible to children to self select and develop observations to plan the next steps for children's play and learning. |
| 4 | Ensure that children have access to an outdoor play area or are escorted to local parks, playgrounds or the equivalent on a regular basis. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Play Place Little Angels offers good quality nursery education overall where children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff know children well and have good relationships with them. The provision for knowledge and understanding of the world is well planned for, with children participating in a range of Chinese New Year celebrations. They enjoy painting dragons, exploring Chinese text and looking at the world map to identify location. Staff join in children's activities and provide good role models. However staff do not always sufficiently promote children in becoming self sufficient in selecting resources for themselves. There are insufficient opportunities for children to use books for pleasure, to use text for the more able children, to access programmable resources, to take part in physical play to promote large motor skills or use their imaginations in role-play. Staff have generally good knowledge of the early learning goals and observations and assessments are used to inform planning. Children with special needs are given good support, however individual assessments, learning plans for children with special educational needs and next steps in children's learning is limited.

Leadership and Management is generally good. Staff know what is expected of them and are committed to working as part of a team. The manager has a 'hands on' approach, with clear expectations of individual staff. She has developed good links with Early Years Development Childcare Partnership, however there is not yet a rigorous system in place to evaluate the provision.

Partnership with parents is generally good. Staff develop good relationships with parents and make themselves accessible to parents to discuss their child's progress and they are receptive to parents views. Information for parents about children's progress is not sufficiently detailed.

What is being done well?

- Staff are kind and caring towards children, providing a welcoming and warm environment in which children feel supported.
- Staff plan interesting activities, which offer children good experiences. Children enjoyed participating in celebrations around Chinese New Year which resulted in lively discussions.
- Staff encourage children to extend their vocabulary and to problem solve by providing opportunities for children to discuss and share ideas.
- Staff develop good relationships with parents. They create a supportive environment for parents to share information and be involved in their child's learning.

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| What needs to be improved? |
| <ul style="list-style-type: none">● opportunities for children to develop personal independence● opportunities for children to use books for pleasure● opportunities for more able children to use text● the degree of access programmable resources● opportunities for children to extend their physical play● opportunities for children to initiate, and use their imaginations during role play● the accessibility of mathematical resources● the evaluation of all children's assessments. |

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| What has improved since the last inspection? |
| This is the nursery's first funded educational inspection. |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are confident in expressing their needs and ideas and relate well with each other and adults. They show good levels of involvement at focused activities such as the celebrations around Chinese New Year. However opportunities to enable children to make choices and work independently is not sufficiently promoted. Behaviour is good and children show care and concern for themselves and are polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children interact with their peers and staff in a relaxed and friendly way. They engage in conversation and use language to express their ideas. Although children are supported in writing and recognising letters in their name, there are limited opportunities for more able children to identify simple text. Books are available and children listened with enjoyment to stories. Older children show an understanding of the elements within stories. Access to books for pleasure is limited.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children accurately count the numbers 1 - 10 and beyond. They sing songs which contain number rhymes and enjoy assembling interlocking puzzles and games. They are able to measure when filling and emptying containers in rice play and use mathematical language such as, ball shape, box shape, too much, too little etc. They are able to sort by size, colour and shape in everyday play. Mathematical resources are less accessible to children due to the room layout.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Opportunities are available for children to explore and investigate through themed activities. Children are able to grow plants and vegetables to gauge progress. They explore living things, such as mini beasts in the garden area and design, using a range of recycled resources. Children benefit from practical activities and resources to enable them to learn about cultures and festivals and they use the computer with confidence. Access to programmable resources is limited.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children move with confidence and co-ordination when dancing to Chinese music and are developing a sense of space. They enjoy undertaking craft activities, where they paint, glue, cut and stick with confidence. They assemble jigsaws and construction resources well. They participate in discussions on healthy eating and keeping healthy. However children's physical development is not fully extended to develop large motor skills.

| CREATIVE DEVELOPMENT | |
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| Judgement: | Generally Good |
| Children have good opportunities to explore colour, shape, space, texture and form in two and three dimensions. They enjoy singing songs and rhymes and have access to musical instruments. They show great enthusiasm and expression during music and movement sessions, moving creatively to the music and experimenting with sound and rhythm when using bells. They enjoyed dressing up in Chinese costumes. Opportunities for children to use their imagination in role play is at times limited. | |

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop children's personal independence
- provide opportunities for children to use books for pleasure
- extend use of text for more able children
- extend children's access to programmable resources
- develop more opportunities for physical play
- provide opportunities for children to initiate and use their imagination in role play
- ensure that children have more access to mathematical resources
- evaluate all children's assessments including those for children with special educational needs, to ensure that planning for the next steps in children's learning is effective.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.