



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109692

DfES Number: 522320

INSPECTION DETAILS

Inspection Date	05/03/2004
Inspector Name	Lynn Reeves

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Angels Preschool
Setting Address	Gosport Road Fareham Hampshire PO16 0QW

REGISTERED PROVIDER DETAILS

Name	The Committee of CHAIR OF COMMITTEE
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ORGANISATION DETAILS

Name	CHAIR OF COMMITTEE
Address	(AS PREVIOUS) U/A

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 accommodated in community use premises within the Christian Church on the outskirts of Fareham in Hampshire. The pre-school is owned by the Church and is run by a committee and serves the local community.

The pre-school is registered to provide care for 26 children. There are currently 43 children on role of whom, 23 three-year-olds and 9 four-year-olds are in receipt of government funding. The group supports children with special educational needs and those who speak English as an additional language.

The pre-school offers sessional care and opens Monday to Friday 09.15 until 11.45 and 12.15 until 14.45 term time only.

There are 6 members of staff who work directly with the children of whom at least half hold child care qualifications. The setting receives support from the Pre-school Learning Alliance and the Early Years Education and Childcare Partnership.

How good is the Day Care?

Little Angels Pre-school offers good quality care for children. Staff organise space and resources well to meet children's needs and maintain high staff ratios to offer strong support and assistance. The environment is bright, clean and welcoming, the children's own paintings and designs are displayed on the walls and the soft furnishings ensure the children feel comfortable and secure. The toys and resources are stimulating and challenging and help the children learn and progress, although self select resources are limited. Documentation is well recorded and maintained to a high standard.

Safety procedures are in place and staff ensure risk assessments are completed on a daily basis to provide a safe environment for the children. Health and hygiene practices are promoted by ensuring the children wash their hands before handling food and after toileting.

A good range of healthy and nutritious snacks are provided for the children. Staff show a good understanding of child protection procedures and experience of working with children who have special needs or speak English as an additional language.

Children enjoy a wide range of stimulating and interesting activities which are well planned and alternated to offer new learning experiences. The resources reflect diversity throughout the setting to support children's learning and individuality. Staff use consistent strategies to ensure behaviour management is dealt with in a sensitive manner. This supports children's self-esteem and they are learning what is expected from them.

The partnership with parents is very effective, they are kept informed about the groups procedures via prospectus, newsletters, noticeboards and meetings. Staff give parents a daily verbal handover of their child's progress and maintain good written assessments.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff plan and organise the resources and activities well and good use of observations and assessments are monitored, evaluated and shared with the parents. Staff work well as a team and the key worker system is effective to ensure the children learn and progress. The children show confidence and are motivated to learn, they explore, investigate and use their imagination well during role play and creative activities. The extensive range of resources enable the children to increase their knowledge and learning experiences.
- Staff are vigilant about safety issues and maintain high staff ratios to offer good support and supervision to ensure children's safety.
- There are clear rules and boundaries in place and the children behave well. They are beginning to learn right from wrong and the staff act as good role models, offering praise and encouragement.
- Social development and good use of manners is promoted during snack time where the children are given their independence in pouring their own drinks and provided with opportunities to prepare their own snacks.
- Staff encourage the parents to be actively involved in their child's learning by becoming parent helpers and by providing a comments book and a suggestion box for new ideas. Good relationships are maintained with the parents and the key workers are available to discuss individual needs or concerns.
- Policies and procedures are in place and updated regularly with new legislation and requirements. Documentation is stored securely and information is kept confidential.

What needs to be improved?
<ul style="list-style-type: none">● make resources accessible to children to encourage independence.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
5	Provide opportunities for the children to self select the resources to encourage their independence and extend their imagination.

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

How effective is the nursery education?

Little Angels pre-school is acceptable and is of good quality. Children are making good progress towards the Early Learning Goals in most areas.

The quality of teaching is generally good. Most staff show a good knowledge of the Foundation Stage which enables them to plan a wide range of interesting activities. Some new staff members need help and support from qualified staff, however, they are actively updating their child care knowledge. Staff have a good knowledge of the individual children and use praise and encouragement to increase children's confidence and self esteem and the children behave well. Staff provide a bright, colourful and welcoming environment with well laid out resources to enable the children to move about and play independently. The planning and assessments reflect the children's abilities and these are used to inform the next stages of planning. Staff continually evaluate and review practice to improve the delivery of the curriculum. Staff work well with parents and outside professionals to support children with special needs and for those who speak English as an additional language.

The leadership and management of the setting is very good. A clear management structure is in place with all staff having defined roles and responsibilities. Appraisal systems are in place to monitor training and teaching methods. Staff are active in improving the quality of the provision by evaluating their own strengths and weaknesses.

The partnership with parents is very good. A good range of information is available to the parents regarding the provision via policies, newsletters and noticeboards. Parents are kept informed of their child's progress through detailed records, assessments sheets and daily verbal handovers. Parents help out on the rota system and are provided with activities to do at home that relate to the current theme to keep them involved in their child's learning and progress.

What is being done well?

- Children are confident, excited and are developing good relationships with their peers and adults.
- Children's spoken language is developing well, they are beginning to link sounds and letters, write their names and recognise familiar words.
- Children demonstrate good designing and making skills and use their imagination well in role play.
- Children share, take turns and show respect and consideration for others around them.
- Children remain involved in their learning, they work independently and take initiative in free play activities such as in the home corner, sand play and

creative development.

- Children are able to sit quietly, listen to instructions and show good levels of concentration.
- Staff provide a well planned and welcoming environment where children learn, have fun and look forward to their day.
- Staff plan a good range of stimulating and practical activities and evaluate practice to improve the quality.

What needs to be improved?

- provide opportunities to develop calculating skills such as subtraction and mathematical thinking to solve problems
- provide opportunities for the children to find out about their geographical environment and identify features in the place they live.

What has improved since the last inspection?

At the last inspection the group was asked to consider how to provide opportunities for the children to explore sound and natural resources and find ways to include how assessments are dated and to record what needs to be learned from the activities.

The setting has made good progress since the last inspection as children explore sound by using a range of musical instruments and singing with movement to music. Children are gaining an understanding of the world they live in by exploring and investigating natural resources on the interest table. Children use a range of technology and programmable toys to support their learning.

Staff complete observations and assessments using tracking sheets and target sheets which are dated and recorded under each stepping stone. Staff keep evidence of each child's achievements and ensure parents are kept fully informed of the child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work independently and take initiative in their free play activities. Children are able to sit quietly, listen to instructions and show good levels of concentration during circle time and story telling. Children are developing good relationships with their peers and adults and they behave well. Most children are confident to speak in a large group and suggest ideas for group discussion.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well, they are beginning to link sounds and letters during circle time when talking about letter of the week. Children express their thoughts and imagined experiences during role and creative development. Children enjoy exploring books and listening to stories. Children attempt writing in a number of situations for example, writing lists in the home corner and practice hand writing their name on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical language is introduced during snack time such as counting cups and cutting sandwiches. Children have a sound understanding of number and value and can count confidently to ten and above, however, their progress is limited in using calculating skills such as subtraction. Children match, sort and compare shape during practical activities and re-create simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children gain understanding of culture and beliefs by celebrating customs and festivals. Staff provide opportunities and resources for the children to construct and join materials. Children are confident in using a range of technology such as computers, telephones, magnifying glasses and camera's. Children explore, investigate and identify living things through observations and practical activities, although do not have the opportunity to learn about the geographical environment they live in.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good spatial awareness and move confidently during physical play. Children are provided with challenging opportunities for climbing, jumping and balancing to develop their gross motor skills. Staff provide good opportunities for the children to use their imagination through music and movement and singing sessions. Children handle small tool with confidence and show good hand-eye co-ordination. Children are gaining good manipulative skills by handling a range of tools.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well in art and craft and create well designed pictures and models. Children use their senses in a variety of ways such as food tasting and handling a range of contrasting textures and materials. Children enjoy music and singing, they actively take part in the actions and clapping to learn about sounds and patterns. Children communicate their ideas, thoughts and feelings when playing musical instruments and during role play.	

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 calculating skills such as subtraction and incorporate mathematical thinking to solve problems
- investigate ways that children can learn and identify features and the environment they live in.

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.