

# Little Angels Pre-School

Inspection report for early years provision

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EY361912

**Inspection date**

03/02/2011

**Inspector**

Maura Pigram

**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 pre-school is privately owned and was registered in 2007. It operates from the Community Centre in Bennets End, Hemel Hempstead, Hertfordshire. The pre-school serves the local area and has strong links within the community. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9.00 am to 3.30 pm on Monday, Wednesday and Thursday. On Tuesday sessions are from 9.00 am to 3pm and on Friday sessions are from 9.00am to 1.00pm. A lunch club operates on Monday to Thursday. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for two, three and four year old children. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs eight members of child care staff. Of these, five hold appropriate early years qualifications at Level 3 or above. Three of these, seven staff members are trained to Level 3 or higher. One member of staff is working towards the Early Years Foundation Degree. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

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

Overall the quality of the provision is good.

The provider and her staff are knowledgeable and committed. They take positive steps to ensure children are fully included, have their welfare needs met and are safeguarded. Progression towards the early learning goals are mostly well delivered and children enjoy learning about the world around them. The uniqueness of each child is valued and the partnership with parents and other professionals contribute strongly to this which is a key strength of the provision. Monitoring of the provision is ongoing and positive steps are taken to ensure outcomes for children are continually evaluated.

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

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

- ensure observations are analysed and these are always used to inform the next steps in children's learning
- promote and value children's linguistic diversity and provide opportunities for

children to develop and use their home language in their play and learning.

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

All staff have a good understanding of the procedures to follow if they have concerns about a child in their care. Clear vetting procedures ensure that all staff working with children are suitable to do so. Robust procedures for arrival and departure ensure children are handed over safely to a known adult and every opportunity is taken to ensure children have a secure understanding of how to stay safe. Effective risk assessments for all areas ensure potential risks to children are minimised.

The owner is passionate about her work with children and shows commitment to developing her practice. She has a clear sense of purpose about what she wants to achieve and has started working towards the Herts Quality Standards Award. She is very well supported by her knowledgeable deputies and her staff members who are involved in the monitoring of the provision. Consequently, strengths and areas to develop are known. For example, large group sessions, such as, circle times have recently changed to meet the needs of children currently attending. Plans for the future include ensuring the provision is child-led and child-centred with staff facilitating learning and development.

There is a high ratio of staff who are clear about their roles and responsibilities including key person duties. They are very well deployed and interact positively with children at all times. Regular staff meetings, appraisals and 'job chats' ensure staff are supported in their duties and skills, such as, inclusion and safeguarding are refreshed. The pre-school actively promotes inclusive practice and staff work extremely closely with parents and other agencies such as interpreters from the children's centre to effectively support and meet children's and their families individual needs. In addition, the provider takes a lead role in developing strong links with other child-care professionals, such as, health visitors, speech therapists and social services. This means that there are well established channels of communication between all partners involved with individual children which successfully promotes their learning, development and welfare.

The environment is child-friendly making it feel warm and welcoming. A wealth of useful information for parents including photographs of children engaged in activities contributes to the highly positive partnership with parents and carers. Parents views are sought and included in any decision making process. This along with the positive posters, maps of the world and displays of children's work ensure children and their families feel a strong sense of belonging. Parents speak enthusiastically about the owner and her provision, positive comments include 'she is extremely helpful', 'the pre-school has been a blessing' and 'my child has been learning so much even French'. Children benefit from the experience of the committed provider and her staff who have a secure knowledge of the Early Years Foundation Stage. Opportunities for training ensure staff's knowledge and skills are updated and enhanced. The established partnership with outside agencies, such as, specialist educational needs professionals means that any advice or guidance to

meet individual needs can be quickly obtained and implemented. Children make very good progress towards the early learning goals and one-to-one support is offered if necessary.

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

Home visits prior to children starting at the pre-school ensure key-workers are able to gain a secure knowledge of children's backgrounds and individual needs. Informative documentation is completed, this along with discussions with parents provide a secure understanding of children's starting points which are effectively used in during the settling in process. Children's high quality record books show that a systematic approach is used to make sensitive observations of the children during adult and child-led activities. However, these do not always show the next steps in children's learning. Planning is flexible and linked to all the areas of learning. Staff are in the process of reviewing planning so that learning styles and ongoing interests are fully incorporated into the detailed planning.

Children benefit from an extremely well resourced environment that contributes to them been busy and engaged in active learning. They can freely play between the outdoor and indoor area and activities are well supported or modified so that all children can fully participate. Children play well independently and in groups becoming active, curious and inquisitive learners. They confidently select resources, such as, dolls, buggies and high chairs for imaginative play at the 'doctors' or enjoy exploring trays of animals including dinosaurs. Children particularly enjoy learning French. Sessions are fun, well planned and are age-appropriate. For example, children can confidently express simple words, such as, saying their name and hello to visitors in French. This is due to some excellent interaction by the adult leading the session and the effective teaching methods used, such as, the 'tickle game' and interactive songs. Consequently, children effectively learn about the wider world during fun activities. Recently they enjoyed celebrating Chinese New Year through a range of activities, such as, imaginative play, counting to 5 in Chinese and craft sessions.

Children's emerging skills in communication and literacy skills are mostly developing well. Ample opportunities are available for them to recognise their own names and to develop their emerging writing skills. Children further develop their communication skills by taking home 'Travelling Ted', on return to pre-school they eagerly share news about Ted's adventures whilst in their care. Ted's diary further helps children to understand that print carries meaning. Younger children eagerly draw and mark make on interactive drawing boards and happily create patterns with chalks outdoors. Children enjoy helping themselves to books and participate well in story sessions. However, dual language books are not within easy access so that children can see their home languages during their play. Children behave well because they are busy within their play and they know what is expected of them. They demonstrate high levels of self-esteem and warmly greet their friends. Spontaneous child-led activities are well supported. For example, children's

communication and understanding is effectively extended during a child-led bus journey. During this time they gather chairs for seats, an adult asks open ended questions which extends children's thoughts and ideas. Outdoors children enjoy practising their physical skills such as riding scooters, they climb through hoops and skilfully use balls. Plans are in place to develop the outdoor area so that children can plant and grow their own fruit and vegetables.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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