

Little Angels Community Pre-School

St Michael's Church Hall, Egerton Road, Ashton, Preston, PR2 1AJ

Inspection date	15/04/2013
Previous inspection date	30/09/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff, who have very high expectations of themselves and children.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting.
- Children have access to an extremely stimulating pre-school, both indoors and outside, which effectively supports them and promotes their learning.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Partnerships with parents, external agencies and other providers are very effective and contribute to ensuring that children's needs are quickly identified and met effectively.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom.
- The inspector held meetings with the manager and talked to the members of staff during activities.
- The inspector looked at a sample of children's learning records, a selection of policies, risk assessments, staff qualifications and suitability records.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

Little Angels Community Pre-School registered in 2009 on the Early Years Register. The pre-school is managed by a parents' committee. The premises are situated in St Michael's Church Hall in the Ashton area of Preston in Lancashire. Children have access to the hall and toilet facilities are all located on the ground floor. There is an enclosed outdoor play area. The pre-school operates from 9.15am to 12.15pm, Monday to Friday, during term time only.

There are currently 29 children on roll in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school is open Monday to Friday, term time only from 9am to 12noon. There are four staff employed to work directly with the children and all staff are qualified to level 3 in childcare. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop ways of providing further creative opportunities for children within the outdoor area to enhance the already first class practice, such as by using indoor equipment to support their own ideas to do things in different ways and on different scales.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive and are well motivated to learn in this extremely high quality setting. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. The exciting, stimulating and extremely well organised environment, both indoors and outside, ensures that all children make rapid progress towards the early learning goals. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well prepared for school and their next stage of learning. Children feel extremely secure and comfortable with routines and the superb close relationship with their key person. They respond to appropriate boundaries with dynamic encouragement and support. Children fully engage in their activities and experience rich, varied and imaginative learning opportunities. They rapidly develop and progress towards the early learning goals.

Children develop their personal and social skills. For example, they participate in the rolling snack activity, they clear their own plates, help to prepare fruit and vegetables and socialise with children and adults. Children explore different textures and make marks in the shaving foam and the sand. They have a growing interest in colours of paint and begin to find the differences when they mix two colours together to develop their imagination and creative skills. Children are extremely independent as they move around the play area and select their own choice of toys and equipment. They tidy away their toys and games and listen to instructions from adults and are familiar with where toys are stored. Children make positive relationships and manage feelings and behaviour as they take turns and share resources when playing a shopping list matching game.

Children have excellent self-awareness and self-confidence. They welcome and value praise and encouragement from adults when they finish their tasks and receive a sticker. Children develop their communication and language skills as they question why things happen and listen intently to what is being said by adults. They develop their skills for moving and handling materials and equipment. For example, they move freely, with pleasure and confidence around the play areas. They use one-handed tools and equipment safely as they cut with scissors and use the sand tools. Further ideas to involve children outside using indoor equipment in different ways and on different scales are not yet fully embedded. Children develop their listening and attention as they sit in the carpet area and share experiences and describe where they have been over the weekend and what they have played with at pre-school. They develop their knowledge of technology and understand that information can be retrieved from computers. Children learn about the world around them and observe things closely with microscopes. They learn about people and communities as they see photographs of different people in different roles and lots of posters and displays showing differences and promoting diversity around the playroom.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan the learning programme; utilizing the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and a record of learning that is first class. Staff have a wealth of knowledge of every child's needs and future needs. All children are working extremely well, within the typical range of development expected for their age and their starting points. All children are making very rapid progress towards the early learning goals. Staff are highly skilled and have an excellent understanding of how children learn. They are exceptional in supporting children's progress. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents talk on a daily basis either before or after a session. They contribute to learning diaries that are sent home on a daily basis as a communication tool. Parents contribute to their child's learning through the 'learning journeys' and staff plan activities based on information from them. As a result, excellent relationships are actively contributing to children's learning and progression.

The contribution of the early years provision to the well-being of children

The key person system is highly effective and well embedded, which helps children to form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children select resources independently and learn to plan and initiate their own learning as they explore the high-quality resources and activities provided. As a result, children learn the dispositions, attitudes and skills, which they need for future learning. Children are well settled in the group because staff have an excellent understanding of their needs through 'All about me' information provided by parents on entry to the setting. They confidently seek reassurance and support from staff if they need help or comfort. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure that they are kept safe. For example, they know not to run around in the playroom. They understand the need to move to a safe area when staff are moving large equipment about. Children talk to the community police officer about safety in the car, in the home and road safety.

Children learn to behave appropriately. Staff are enthusiastic role models, who help and support children to understand what acceptable behaviour is. Relationships are exemplary and children learn about expected behaviours and respect for each other. Children, who may be a little quiet and choose to play alone, are encouraged to play with another child. A buddy system works well for those children, who are just settling or quieter. The use of puppets and role play items encourage communication. This practice supports children in managing their own feelings and behaviour towards others. Staff consistently praise and encourage good behaviour and recognise children's achievements by displaying their own work and photographs around the playroom. This supports children to feel good about themselves and feel welcome and secure. Children's interest is ignited through the inspirational activities and themes that cover feelings and behaviour. There is first class information sharing with parents to identify any issues. Children demonstrate through routines that they have an excellent understanding of the importance of regular exercise, a healthy diet and attending to their own personal needs. Physical exercise is positively promoted on a daily basis and includes music and movement, climbing and balancing. Parents are aware of the healthy eating policy and provide fruit, vegetables and crackers for the children to eat at snack times. Children enjoy the healthy snacks and have regular drinks throughout the sessions. All their dietary needs are met and in line with medical or cultural needs. Children are extremely confident and self-assured to tend to their own personal hygiene. They understand why they need to use the hand gel, so that they do not get germs. Children follow the bathroom routines as they relate to the pictorial examples on the walls.

Quality teaching highly motivates the children. They are making very rapid progress to acquire the skills and capacity to be well prepared for their next stage in their learning and their transition to nursery or school. There is a comprehensive focus on the prime areas of learning and a very sharp focus on self-help skills and independence through choices. Parents are extremely happy and comment very positively about the care their children receive. They talk about the key features they recommend to other parents. For example, they state that the pre-school is focused fully on the children, their needs and what they want. Parents are fully aware of how their children are learning and progressing. They are

kept up to date with all information through the communication diary and the wealth of information displayed around the noticeboards. As a result of exceptional relationships, children's needs are given the utmost priority and they experience smooth transitions in their learning.

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

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families, thus, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice through the quality award programme. This is achieved through, high quality systems for professional supervisions based on staff's self-appraisals and discussions during meetings with the manager. The system of evaluation of staff performance through peer observation is robust and fully encourages staff's continued professional development, in order to learn through honest and critical reflection.

All staff prioritise children's safety and have an excellent awareness of safeguarding issues and the procedures to follow and who to contact in the event of any concerns. The recommendation from the previous inspection has been fully addressed. For example, all staff have completed level 1 safeguarding training. There are now two designated members of staff to take on full responsibility for the safeguarding procedures and both designated staff have achieved level 2 in safeguarding. Management have excellent systems in place to ensure that all staff update their mandatory training in first aid and encourage staff to access further training, in order to update their already first rate practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Accurately maintained records also ensure that children's welfare is meticulously protected. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so. All staff hold an enhanced disclosure issued by the Criminal Records Bureau. There are effective systems to monitor staff's ongoing suitability and regular meetings and observations from the manager ensures this practice maintains children's safety and well-being. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an accurate understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Highly effective partnerships between parents, external agencies and other providers are

evident and well established. These contribute to meeting children's individual needs effectively. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the pre-school, accompanied by explanations relating to how they learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for reception class in key skills and prime areas. Staff attend cluster meetings with other pre-school providers to share best practice. Teachers from local primary schools engage with the pre-school children prior to their entry to school. This practice helps to build up a relationship with them and identify special educational needs and/or disabilities. Targeted learning programmes and children's development is shared with other providers at nurseries and with childminders. As a result, there is consistent, secure support for children with any special educational needs and/or disabilities and therefore, no child is disadvantaged.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY387068
Local authority	Lancashire
Inspection number	907771
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Little Angels Community Pre-School
Date of previous inspection	30/09/2009
Telephone number	01772 721 344

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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