

# Little Angels Pre-School

The Old Post Centre, High Street, Newhall, SWADLINCOTE, Derbyshire, DE11 0HX

<b>Inspection date</b>	24/05/2013
Previous inspection date	19/11/2009

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

## The quality and standards of the early years provision

### This provision is good

- Children make strong attachments and relationships with the staff because of the good settling-in process at the pre-school. As a result, they settle quickly into the pre-school routine and become keen active learners.
- Children make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- Leadership and management are strong and there is a clear motivation to develop the pre-school, in order to improve children's learning.
- Effective partnerships with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.

### It is not yet outstanding because

- Staff do not always make the best use of opportunities to broaden children's use and good understanding of mathematical language during daily routines.
- The children do not always use the attractive and comfortable book area independently to choose books, to help them understand that books are enjoyable and bring pleasure.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the manager, and spoke to the staff, children and parents.
- The inspector observed children in their play, focused activities, outside and meal times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment learning journal records, and individual planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Little Angels Pre-School opened in 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from The Old Post Centre in Newhall, in Derbyshire. The pre-school is open Monday to Friday from 9am to 12 noon and on Tuesday to Friday from 1pm to 3.30pm. All children share access to an outdoor play area.

The pre-school serves the local area and adjoining villages. There are currently 47 children on roll, of whom all are in the early years age range. The pre-school receives funding for two-, three- and four-year-old children. The setting employs five members of staff. Of these, all staff hold qualifications at level 3 and level 2. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

### What the setting needs to do to improve further

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

- increase children's opportunities to use mathematical language in everyday routines, to talk about size and weight, to count and recognise numerals and understand shapes, for example, by counting the plates required at snack time and estimating 'how many more?'
- review ways of encouraging the children to use the book area, to increase children's enjoyment of using books, to help them understand that books are enjoyable and can bring pleasure.

## Inspection judgements

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

Children are happy and contented in this friendly, welcoming pre-school. Staff provide a variety of exciting and challenging activities and opportunities to promote their learning and development. They find out about the children's likes and capabilities from their parents. This information is then used along the pre-school's own detailed initial assessment to plan for children's 'starting points'. Consequently, children settle well into the pre-school and are provided with activities that interest them from the start. Staff continue to observe and assess the children while they play. They use this gathered information effectively to identify the children's next steps and inform planning. Each child has a 'learning journal' record, which contains children's observations, photographs and examples of their work. Staff track the children's achievements efficiently and this enables

them to successfully complete the progress check for children aged two and identify any gaps in children's learning quickly. Consequently, children are making good progress towards the early learning goals.

Parents are invited to view the 'learning journal' records, whenever they wish and make comments on how their children are progressing. There is an ongoing exchange of information between the key person and parents, which enables them to exchange any achievements the children make, successfully. Parents have opportunities to discuss the progress of their children in more depth on parent's evening and open days. This means, both parents and staff are fully meeting the needs of children's learning effectively.

Communication and language is fostered well and all staff model skills for language. They speak clearly, provide children with new words to increase their vocabulary and involve the children in constant conversation. This helps to increase children's understanding of language and encourages them to respond to the conversations. For example, children chat to each other and staff about their birthdays, as they make cakes out of play dough. This also helps children to use their imagination and express their own ideas. Stories are read with passion to the children. Staff capture children's interest, who listen and participate imaginatively. This helps children to learn that print carries meaning and encourages an interest in reading. For example, children listen to a popular story and tell the member of staff where the fish go, they can retell the story skilfully using good communication skills and repeat rhymes accurately. This very clearly demonstrates children's good literacy skills and the characteristics of effective learners because they are making predictions and thinking. However, the children do not use the comfortable and the attractive book area independently, to enhance their understanding that books can bring pleasure.

Children learn mathematical skills through adult-led activities, such as baking and learning about quantities, as they experiment with water, filling and emptying containers. However, there is scope to improve opportunities for children to hear and use mathematical language in their play or during everyday routines, to support their developing understanding of numbers, shapes and measure. Children use information and communication technology skills efficiently. Children press buttons on cause and effect toys, and use equipment to listen to a sound games. They have great fun manoeuvring the remote controlled car around the room. This effectively promotes children's natural curiosity to experiment and to find out how things happen. Children show good learning as they are fully engaged, well motivated and thinking. This enthusiasm for learning is prolonged as the children learn about the natural world. They grows bulbs, hunt for mini-beasts and watch the changes in the weather, as they watch the wind blowing the leaves around the garden.

Staff promote children's physical development very well both inside and outside. Children have great opportunities outside to develop this area further. They climb and balance on climbing frames, use bicycles and sit-and-ride toys, skilfully negotiating the obstacles. They play with bats and balls cooperatively. Staff encourage the children to explore the water wheel and investigate the texture of the cereal. All children are well motivated in their outside play and fully engaged. This area of learning is fully supported as staff play parachute games. These games are exciting and very stimulating. One example of this is

when children bounce balls on and off the parachute and run underneath as fish. Staff promote and enhance this play with positive attitudes and very good teaching. Staff take this further and children use their imagination as they pretend to be chased by 'sharks'. Children scream with delight and are excited to partake in this activity. This activity covers many areas of learning and helps children be very effective learners, as they show curiosity and high levels of energy and fascination. Children's handling skills are promoted skilfully, as they use crayons, paintbrushes, jigsaws and construction toys effectively.

Children have opportunities to explore their local community as staff take them off site to go to the library, park and for walks around the community. These opportunities motivate and interest the children and provide opportunities for children to be positively ready for their next stage of learning and help children to enjoy their learning and time at the pre-school.

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

Staff greet children warmly on arrival and children settle well and play happily, showing they are secure in the pre-school. They have a loving and caring relationship with children who form strong attachments to familiar adults. Children separate from their parents confidently and settle quickly with sensitive support from staff. They quickly develop close relationships as they have one-to-one support from their key person. This supports them in developing trusting relationships. Families are encouraged to attend the pre-school before children start to ease their transition from home to the nursery environment. Children play in a calm, relaxed environment. They show good care and consideration for one another. They confidently settle quickly to their chosen activity, chatting happily to their friends. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important skills, such as hand washing, putting on their own coats and serving themselves at snack time.

The learning environment is very stimulating and the resources are of a high quality. They are appropriate for the ages and development of the children and cover all areas of learning. These are easily accessible and help children to gain independence as they choose with what and where they play. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their room, resulting in interesting, attractive and child-friendly surroundings. Displays of children's work and photographic evidence of their achievements provide the children with a sense of belonging, which helps to build upon children's self-esteem.

Healthy lifestyles are appropriately promoted as the pre-school provides a healthy snack freshly prepared on the premises. They eat heartily and make comments about getting big and strong. This shows children understanding that food directly affects their bodies. Children have daily opportunities to be physically active in the garden, so they learn about the importance of exercise. Children are learning about keeping themselves safe. Staff provide activities to help children learn about safety, such as role-play equipment. For

example, they learn that they should not touch the cooker or kettle at home because it will burn them. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Visits from the fire brigade and police help children to learn about the dangers of playing with matches and how to use the zebra crossing to safely cross roads.

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

The management team have a secure understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There are robust procedures for recruiting staff and a thorough induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Children are well protected through clear safeguarding procedures. All staff complete child protection training and have a good understanding of their responsibilities in this area. As a result, staff are aware of their responsibilities and know what actions to take in the event of any child protection concerns. The premises are secure and children are well supervised. Any risks to children are managed very effectively, enabling the children to move around their environment freely and safely. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff and by conducting practice observations. This helps to improve the quality of the learning for all children. To monitor the staff's performance there are comprehensive supervisions and observations of staff in place and a detailed appraisal system. These help staff to improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the pre-school. Management have identified training for all staff. They have put together a training programme, to ensure the training also meets the needs of the children and improves their learning and care.

The manager reflects on the pre-school's practice to identify priorities for improvement and has clear action plans in place to support this. She works closely with the local authority and engages well, taking on advice and support to aid the pre-school. The pre-school has successfully completed all of the recommendations from the last inspection. This shows a good capacity to sustain improvement.

Parents speak very positively about their relationships with staff and are pleased with the care that their children receive. They appreciate discussions with staff each day where they are told about the activities their child has enjoyed, as well as other information, such as the food they have eaten. There are also newsletters and notices which inform parents

of forthcoming activities, including regular social events. This helps ensure there is good communication between both parties to ensure staff have a firm understanding of the children's needs, to provide the best possible care they can for them. The pre-school endeavours to build partnerships with other providers of the Early Years Foundation Stage where children receive care and education in more than one setting. They fully recognise where they have been successful in this. To aid all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	EY363515
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	918408
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Elaine Dianne Milsom-Waters
<b>Date of previous inspection</b>	19/11/2009
<b>Telephone number</b>	07725 571 368

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 assesses 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

