

# Little Angels Preschool

5 Silcock Street, Golborne, WARRINGTON, WA3 3DG

## Inspection date

Previous inspection date

20/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Skilled practitioners plan interesting and exciting educational programmes based around all areas of learning and development, as a result, children are being appropriately challenged.
- Systems for monitoring planning and assessments are consistent and precise. As a result, gaps in learning are identified quickly and intervention is put into place to support all children to make good progress.
- Partnerships with parents and external agencies are well embedded and parents confidently speak highly of this setting.
- Practitioners have a good understanding of the safeguarding and welfare requirements and how to effectively support and protect children within their care.

### It is not yet outstanding because

- The displays around the setting are somewhat adult-directed and there are few displays of the children's creations, as a result, children are not fully enabled to share and celebrate their work.
- Toys and equipment in the outdoor play area do not always provide children with enough opportunities to take and manage risks in their play.

## 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 observed activities in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

Little Angels Preschool, Silcock Street was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Golborne area of Wigan and is managed by a limited company. The setting serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play.

The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four at level 3 and one at level 2. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 28 children attending in the early years age group.

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

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

- enhance the displays within the setting to ensure that children's creative and imaginative work is displayed and celebrated to give them a positive sense of self
- improve the resources and opportunities for children to take and manage their own risks outdoors.

## Inspection judgements

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

The indoor environment of this setting is stimulating and exciting; as a result, children enter with confidence and enthusiasm. The room is well organised into areas of continuous provision which are linked effectively to all areas of learning and development. There is a range of good quality resources which are clearly labelled and accessible, enabling children to independently select what they want to play with. Practitioners have a very good knowledge and understanding of the Early Years Foundation Stage, as a result, teaching across this setting is very strong. Each child has their own 'learning journey' which is maintained to a high standard and contains observations, planning and assessments of the children throughout their time in this setting. Practitioners effectively use observations to get to know the children's interests and collect information regarding their learning styles. As a result, children are provided with well-planned, purposeful and challenging activities which sustain their interest. For example, a small group of children

chose to play in the water tray. They take great delight in naming the different sea creatures and divers and enjoy using the fishing nets provided to catch the variety of creatures.

Practitioners effectively use ongoing assessments to measure the children's progress, as a result, they are able to identify gaps in learning and plan appropriate next steps to support all children to make good progress. Children whose starting points are below the expected age and stage of development, including those with special educational needs and/or disabilities, progress very well. As a result, the setting is successfully narrowing the achievement gap. Children are making good progress in their communication and language skills with all children developing into confident communicators. For example, during group time children are able to confidently tell the practitioner the day, date, weather and season and talk excitedly about Christmas and recall events from the nativity they previously performed. The environment is rich in print with the use of labels, signs and posters which successfully support children to learn about words and that print carries meaning. However, displays within this setting tend to be somewhat adult-directed and there is a lack of children's work displayed. As a result, children are not fully enabled to share and celebrate their creations. Practitioners provide children with a wide range of opportunities, activities and experiences to promote their physical skills, such as developing their small muscle control by making play dough. Practitioners encourage the children to mix the dough with their hands before they go onto play with it and mould it into different shapes. Practitioners also use this opportunity to encourage the children to think critically by asking skilful questions about why certain ingredients are used and the effect they have on the mixture when added. As a result, children are becoming keen and competent learners who are ready for their next steps in learning and school.

Children's needs are well met through strong, close and effective partnerships with parents. Parents are encouraged to contribute to their child's learning journey through providing the practitioners with observations of achievements which the children have made at home. Parents express that they benefit greatly from the opportunity to share information with their child's key person regarding their learning experiences. They feel well supported by the setting on how they can assist their child's learning and development at home. As a result, parents feel that their children have made good progress since starting at this setting. The setting holds a parents' evening once a year which is an opportunity for the key person to discuss the individual children's age and stage of development more formally.

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

There is an effective key person system in place which ensures that children are making strong emotional attachments and bonds with the practitioners. Parents have a good understanding of the key person role and speak highly of the practitioners in the setting. The processes to help children settle into the setting are highly effective. Parents praise the extensive efforts of practitioners, for example, tailoring the settling-in visits to meet the needs of the individual children and enabling parents to stay and settle their child in before they leave. As a result, parents and children are both comfortable and confident within this setting. Practitioners gather meaningful information from parents when children

join the setting to enable them to support the child effectively. As a result, transitions into this setting are smooth. Children demonstrate that they feel safe and secure by confidently seeking out practitioners to support them in their play and ask them for help when required, for example, when putting on aprons or fastening their coats before outdoor play.

Practitioners encourage positive behaviour within this setting through discussing with the children the importance of sharing, taking turns and being kind to each other. As a result, children are beginning to manage their own conflicts and understand that their actions can affect others. For example, two children managed to overcome a dispute over a toy and agreed to take turns without the need of an adult to intervene. Practitioners are good role models to the children, they play with and alongside the children encouraging them to build relationships with each other. As a result, the children are forming friendships and learning how to respect each other. Children's move to school is well supported and managed through very good partnerships with local schools. Information is effectively shared through planned meetings between the setting and the new teachers to ensure that the children and parents are fully supported throughout the transition.

Children are thriving in this setting as they are encouraged to be independent and manage their own personal care needs. For example, children go independently to the toilet and wash their hands thoroughly without practitioners needing to prompt them. The setting has a well-experienced cook who works closely with management and parents to cater for the individual needs of the children at all times. Mealtimes within this setting are very sociable and practitioners use this time to talk to the children about the different foods which they are eating, as a result, children are developing a good knowledge of different food choices. Children independently set the tables and serve themselves; as a result, they are developing skills which will further prepare them for their transition to school. Children have access to a secure outdoor area where they enjoy exploring and experimenting. For example, a group of children are learning about the flow of water through using spades and buckets to run water down a bamboo tunnel. However, there are limited opportunities for children to manage and take risks for themselves in the outdoor environment. Children are being encouraged to take responsibility for their own personal safety, for example, practitioners use key events, such as Bonfire Night, to encourage children to think about the dangers and how they can keep themselves safe. Children have recently taken part in a scheme delivered by the local authority called 'Active Living' which encourages the children to take part in activities which promote healthy eating, the importance of physical exercise and teaches the children how to brush their teeth correctly. As a result, the children are developing their knowledge and understanding of the importance of healthy lifestyles.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect all children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Several practitioners have attended appropriate safeguarding

training. Managers ensure that all practitioners regularly review and reflect upon their knowledge and understanding through the use of questionnaires and scenarios during monthly staff meetings. As a result, practitioners are encouraged to reflect on and share good practice and strengthen their skills in this area. Risk assessments and daily checks of this setting are thorough, which ensures that children are protected effectively within a safe, welcoming and stimulating environment. Qualified and experienced practitioners are well deployed throughout the setting and children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place, as a result, they have recruited and retained a highly skilled and qualified team who are experienced and well supported within this setting. Appropriate checks are carried out on all adults who work directly with children to ensure they are suitable. There is an effective induction process in place for new practitioners and students to ensure they are fully aware of their role and responsibilities, as a result, the quality of teaching is consistently high and maintained across the setting. The managers are committed to practitioners' continuous professional development which is formally reviewed during annual appraisals. Practitioners are encouraged to attend regular training courses to develop their skills and knowledge. Information from training courses is shared amongst the team during staff meetings; as a result, all practitioners have an accurate and current knowledge regarding child development.

The management team has an in depth knowledge of the Early Years Foundation Stage and their responsibilities in meeting the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across the setting. In partnership with the manager a lead practitioner takes responsibility for overseeing the educational programmes and ensuring its effective implementation. They regularly monitor the children's learning journeys to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. The manager reviews assessments of all children every term to identify any gaps in learning for individual or groups of children, as a result, interventions are prompt and practitioners are supported well to ensure that all children are making good progress. Self-evaluation is rigorous and all the practitioners strive towards the same vision, which is to continuously improve the service they offer. There is a comprehensive action plan in place which is continuously reviewed and amended, as a result, the setting is able to identify areas of weakness and implement effective plans for improvement. For example, the setting has been fundraising to enable them to improve the outdoor provision for children. There is a system in place to gather the views and opinions of practitioners and parents which provides them with an opportunity to contribute to improving the learning experiences and environment for all children.

Practitioners have a good understanding that working closely with parents and other external agencies has a significant impact on children's learning and development. Partnerships with parents are strong due to practitioners taking time each day to talk to them about their child's care needs and learning experiences. Practitioners share information and encourage parents to continue supporting their children's learning and development at home through suggesting areas where the children may require additional support. The manager and special educational needs coordinator support practitioners working with children with special educational needs and/or disabilities and establish strong partnerships with parents and other agencies which are effectively supporting

children to make progress. The setting has good links with the local authority advisory teacher and is supported well. Partnerships with school are well established and communication between the setting, school and parents is promoted by the key person to further enhance the children's smooth transition to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461994
<b>Local authority</b>	Wigan
<b>Inspection number</b>	925448
<b>Type of provision</b>	Full-time provision
<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>	28
<b>Name of provider</b>	Little Angels (NorthWest) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01942777616

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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.

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.

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