

Little Angels Borehamwood Baptist Church Pre-School

12 Furzehill Road, Borehamwood, Hertfordshire, WD6 2DF

Inspection date	05/11/2013
Previous inspection date	05/06/2009

The quality and standards of the early years provision	This inspection:	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 good progress in their learning and development. They enjoy their time at pre-school and have lots of fun as they play happily together at the interesting activities that are carefully prepared for them.
- Staff develop positive and caring relationships with the children and this helps children to feel safe, happy and confident at pre-school.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Staff demonstrate good knowledge of safeguarding procedures, in order to keep children safe.

It is not yet outstanding because

- There is scope to extend the range of multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to further promote children's understanding of the world.

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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Clair Stockings

Full report

Information about the setting

Little Angels at the Borehamwood Baptist Church Pre-School was registered in 1992 on the Early Years Register and the compulsory part of the Childcare Register. The pre-school serves the local area and is accessible to all children. It operates from a church hall in Borehamwood in Hertfordshire. There is an enclosed area available for outdoor play.

The pre-school opens each weekday during school term times. Two sessions run each day. The morning sessions are 9am to 12 noon with a lunch club from 12 noon to 1pm. The afternoon session runs from 12.30pm to 3pm. There is the option of children staying for a full day session from 9am to 3pm. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children and there are sixty children on roll. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- extend the range of resources in the role play area to include more toys and objects that reflect children's family lives and communities. Also include resources that reflect lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Children have fun as they access a varied range of activities and experiences across different areas of learning. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff know children well. They observe children closely and collect information from parents about their children's needs, interests and abilities when they begin pre-school. Staff use this knowledge to plan interesting play based experiences that promote children's learning and development. Attentive staff play alongside the children offering gentle support and encouragement. Skilful questions by staff extend children's thinking and gently guide them to explore and develop their own ideas. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

All children, including those learning English as an additional language and children with special educational needs and/or disabilities, successfully develop their spoken language. Staff move around the playrooms joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff introduce songs and rhymes effectively throughout the session and children actively join in the singing. Children of all ages show a keen interest in books. They enjoy looking at books on their own or having stories read to them by staff, establishing children's interest in reading for pleasure. Older children are encouraged to predict endings to stories and to identify what happens next. Listening to stories is exciting for children as staff use props and real life items to add new dimensions to the story. For example, children use torches as they hunt excitedly for 'the bear in a dark cave'. Children use different tools for making marks to practise early writing skills. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while playing with construction blocks, staff encourage the children to talk about the colour, shape and size of the pieces they are using.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Staff organise the playroom and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and resources, to support all areas of learning are readily accessible for children to self-select. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there are fewer multicultural resources in the role play area to fully reflect diversity to help children learn about similarities and differences between themselves and others. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support their move to school.

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

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the pre-school. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. Staff provide support to new children and parents to ensure a successful settling-in period that is tailored to the needs of each child and family. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Their behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example, tidying away toys and resources in preparation for lunch.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff provide nutritious snacks, which include fruit and vegetables and children's individual dietary requirements are met. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day-to-day hygiene habits, such as hand washing. They can make good choices about the clothing they need to play outside and staff effectively support their developing independence in managing coats, zips and wellington boots. Children benefit from regular fresh air and exercise during outdoor play.

Children's physical safety is given appropriate high priority. Access to the premises is closely monitored and staff carry out daily risk assessments of the inside and outside areas to help to keep children safe. Staff supervise children well but give them space to explore their environment, so they can take risks as they try out ideas for themselves, using the resources in a range of different ways. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the pre-school and learn good skills that support their future learning. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

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

The manager has a good understanding of the safeguarding and welfare requirements. She demonstrates excellent awareness of potential concerns about the suitability of visitors to the pre-school. She takes effective steps to minimise risk to children to promote their welfare. There are robust systems in place for recruitment, vetting and induction of staff. Procedures for safeguarding children are good as staff understand their responsibilities and are aware of the procedure to follow should they have a concern. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend relevant courses and gain additional qualifications. This programme of professional development enhances the knowledge, understanding and practice of staff. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further

promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and strive to identify priorities for improvement. Self-evaluation processes actively contribute to sustaining the effective provision and the very good service they provide. This evaluation fully incorporates the views of children, parents, staff and other professionals.

Partnerships with parents and carers are a clear strength of the pre-school. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. Staff keep them informed about their child's learning through daily verbal feedback, photographic displays and written activity planning. Parent consultations also take place during the year to formally share information about their child's progress in pre-school and at home. Links with other agencies involved with the children, for example, speech therapists, are well established. These strongly support the children's welfare. Information sharing is effective and this eases the move to other settings or to school for the children.

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	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

Unique reference number	130520
Local authority	Hertfordshire
Inspection number	941064
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	60
Name of provider	Little Angels Committee
Date of previous inspection	05/06/2009
Telephone number	020 8207 2430

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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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