

# Little Angels Playschool C.I.C

OSMASTON PARK COMMUNITY CENTRE, Moor Lane, Derby, DE24 9HY

## Inspection date

Previous inspection date

28/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff gather and share useful information with parents and carers to promote a consistent approach to supporting children's learning and development.
- Staff effectively safeguard children. They check the premises before children arrive, provide constant supervision throughout the session and demonstrate a suitable understanding of child protection procedures.
- Staff gather useful information about children's individual needs and provide appropriate support for children to settle within the setting.
- The organisation of the environment allows children free movement between the indoors and the outdoors and promotes their independence and enjoyment.

### It is not yet good because

- Staff do not always make full use of the information about children's next stages of learning to ensure that adult-led activities provide appropriate challenge.
- On occasions, teaching does not promote children's speaking skills through seeking responses to questions or the organisation of the story time discussion.
- There is scope to develop the outdoor area, by expanding the range of resources and activities so that they consistently support children's development across the seven areas of learning.

## 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 main hall and the outside learning environment.
  - The inspector conducted a joint observation with the manager.
  - The inspector held meetings with the manager of the playschool.
  - The inspector looked at children's assessment records and planning documentation.
  - The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's self-evaluation form, regarding parent and carer feedback.

## Inspector

Justine Ellaway

## Full report

### Information about the setting

Little Angels Playschool C.I.C. was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Osmaston Park Community Centre, Derby. The playschool serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playschool employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2.

The playschool opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and 12.45pm until 3.45pm. Children attend for a variety of sessions. There are currently 22 children attending, who are in the early years age group. The playschool provides funded early education for two-, three- and four-year-old children. The playgroup supports children who speak English as an additional language.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop further the activities and support for children's communication and language skills, in order to encourage children to consistently respond to questions and join in with discussions
- improve children's learning through adult-led activities by consistently taking account of their individual stages of development, to provide appropriate challenges for children.

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

- improve opportunities for children to learn outdoors, by providing a rich and varied environment that consistently covers the seven areas of learning.

## Inspection judgements

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

Staff are friendly, welcoming and as a result, children enjoy themselves at the playschool. The quality of teaching is satisfactory. Each key person gathers and records useful information about the skills children are demonstrating and this begins with an initial observation of the first five sessions. Staff analyse this information to identify whether children need additional support to settle and what their next stages of learning are. They

involve parents and carers in this process to ensure that the support is consistent. On an ongoing basis, the key person reviews and updates the child's next stages of learning to identify appropriate activities and support to ensure that children make progress over time. Staff frequently share information with parents and carers about their child's achievements and next stages of learning. This enables parents and carers to support their child's learning at home. However, on occasions, staff do not make effective use of the information they have to ensure that adult-led activities provide different levels of challenge for children participating. Children make suitable progress in their personal, social and emotional development due to the mostly effective organisation of the environment and appropriate support from staff. This helps children to develop the skills they need for their future learning. Staff position themselves so that children can move comfortably between the indoors and the outdoors and consequently, always have an adult to relate to. They comfort and reassure any younger children during the session. Consequently, children happily move between the indoors and outdoors, which promotes their enjoyment. Staff remind children of the routines, for example, that the snack bar is open. They leave children to decide when to have their snack and only give support where needed, in order to develop children's independence. Additionally, children develop their self-care skills as they help themselves to the snack, empty their uneaten food into the bin and put their plate into the washing-up bucket. Staff suitably promote children's physical development. For example, as children participate in a play dough activity, staff encourage them to scoop the flour out of the bag into the bowl, stir the mixture and then roll it out with a rolling pin. Children demonstrate increasing control as they patiently put the flour into the bowl, hardly spilling any on the table. Staff continually provide scissors in the craft area to encourage children's small physical skills as they learn how to cut. The provision of a drawing table encourages children to make marks as they develop their early writing skills. There is an adequate range of wheeled toys outdoors for children to push themselves along on as they further develop their physical skills. Staff effectively support children to develop their coordination in catching and throwing, recognising that a child is able to catch a ball from some distance. A member of staff makes it more challenging by throwing it high in the air and prepares the child by explaining what she is doing and guiding the child to succeed in catching it.

Staff adequately develop children's communication and language skills. They show an interest in children and listen to what they say. They chat to children during play to develop their vocabulary; for example, a member of staff uses appropriate descriptive language as she describes the texture of the play dough and asks children to describe the feel of it. Staff are effective in giving clear and simple instructions to support even younger children to understand the routines. As a result, children's understanding is effectively supported. Staff encourage children to say or recall words and offer effective cues, for example, sounding out the initial letter. They ask children questions to encourage them to think and respond or express themselves. However, on occasions, staff do not encourage children to respond verbally and accept children responding to questions with gestures rather than encouraging their speaking and language skills. Children participate in a group story time towards the end of the session to develop their enjoyment of books. However, the organisation of this activity does not consistently provide all children with opportunities to join in with the discussion about the story due to the size of the group. Therefore, children's learning is not maximised at all times.

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

Each child has a key person who gathers useful information from parents and carers to find out children's individual needs, in order to tailor their settling-in visits and care for them appropriately. Staff greet children and parents and carers warmly on arrival. They take time to reassure and comfort new children and use effective distraction to help them to settle. This contributes to children's emotional well-being and supports a smooth move from home to the playschool. Children settle well, they are secure and enjoy trusting relationships with staff. The playschool takes a proactive approach to supporting children and helping them to prepare as they move from the setting. They invite staff from the local schools, visit the schools and share a book of photographs of the other settings with children to prepare them for their transition onto school.

Staff are caring towards children and treat them with respect and affection. Children behave well because staff are calm and effective role models and use appropriate methods to support this. Staff explain and reinforce the boundaries, such as being careful when using the ride-on toys outside. Children listen carefully to instructions and modify their behaviour immediately. Staff give effective support to older children to recognise when younger children are playing and to not deliberately disrupt their game. Staff also take children on regular walks to the nearby park and this means that children regularly enjoy fresh air and exercise. There are a broad range of toys and resources available indoors, laid out for children to access as they enter the setting and therefore, they immediately start to play on arrival. The range of resources available outdoors is not as broad to ensure that children are fully supported in their development across the seven areas of learning, for example, to promote other areas of learning, such as mathematics or literacy. The recently established garden area gives children suitable opportunities to develop an understanding of the world, as they plant and grow herbs and vegetables and learn to care for them. There are wheeled toys and small equipment, such as balls and ribbons to promote children's physical skills.

Staff help children to develop an understanding of how to stay safe. They consistently and sensitively remind children of the expectations, for example, using the sit and ride toys outdoors so that they do not bump into anyone. Staff also talk to children about being nice to each other and using the toys and equipment appropriately and safely. Staff effectively teach children the importance of good hygiene. They encourage children to wash their hands before snack and sing a song while demonstrating how to rub the soap over their hands to get them clean. They display pictures of healthy foods near the snack area to prompt discussions about which foods are good for you as they continue to develop children understanding of healthy lifestyles.

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

The playschool has been operating for three months. Managers are aware of their responsibilities for implementing the safeguarding and welfare requirements of the Early

Years Foundation Stage. There are appropriate procedures in place to follow if staff have any concerns regarding child protection issues. Staff are confident of possible signs and indicators of abuse or neglect that would raise a concern. Children's safety is promoted within the playschool. A designated member of staff undertakes a visual check of the premises and equipment when setting up. Staff constantly supervise children when playing outside to further ensure their safety. The manager undertakes appropriate checks on adults, who work with children to establish their suitability. Therefore, children are protected and safeguarded.

In the short time the setting has been operating, the manager and staff have undertaken an evaluation of the strengths and areas for improvement. The staff team reflect on children's participation during the session and how the activities and routines support their learning. As a result, they identify relevant areas for improvement that will benefit children who attend. They demonstrate the capacity and commitment to drive the improvements, some of which are not yet in place simply because of a lack of time to develop them. The playschool constantly encourages parent and carer feedback. Staff receive relevant information during the induction process, so that they are familiar with the policies and procedures and the routines of the setting. The manager supervises staff during the sessions to ensure that children receive ongoing support to improve their learning. The supervision and monitoring of staff performance is in its infancy and is appropriate in terms of content and detail. To date, staff have attended an adequate range of training, which includes first aid, safeguarding and working with two-year-olds. Staff take the opportunity to reflect on what they have learnt and whether this can improve how they support children's learning and development. For example, reviewing the length and frequency of group activities to ensure they meet the needs of the younger children. All staff have a childcare qualification and demonstrate a suitable understanding of how to support children's learning and development. There are individual tracking sheets to monitor children's progress over time. The clear planning sheets help staff to identify how they are providing a broad range of activities across the seven areas of learning indoors, although, they are not as robust for the outdoors.

Through continual discussions with parents and carers, staff keep them up to date with the running of the setting. The policies and procedures are available to view at any time. Staff provide a useful newsletter of information about forthcoming activities and how parents and carers can support children's learning at home. There is a suggestions box which parents and carers use to give feedback on the playschool. Parents and carers are really positive about the playschool and staff. They use words, such as 'brilliant' and 'fantastic' when describing the playschool. They comment on how approachable staff are; that their child loves attending, the interesting range of activities and the progress they feel their child is making. They are also clear on their child's next stage of learning as the key person updates them regularly and this enables them to support their child's learning at home. They value the opportunity to share their 'wow' moments with staff, as they record what their child has been doing at home. Both the special educational needs coordinator and the manager demonstrate a commitment to supporting children who may not be at their expected stages of development. They are sensitive to the issues and persevere in developing links with agencies that can provide additional support. Satisfactory support is in place for children who speak English as an additional language. Staff use gestures and reinforce what they are saying with objects, such as cups to signify

when it is snack time. Staff are currently devising some pictures to use as prompts to support children to understand things, such as the routines. The setting uses a useful communication book to share information with other settings that children attend to ensure a consistent approach in supporting their learning and development is maintained.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	EY471706
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	942488
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Little Angels Playschool C.I.C
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01332 371263

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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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