

Little Angels

Christ Church C of E Primary School, Albert Street, Oldbury, B69 4DE

Inspection date

Previous inspection date

12/06/2014

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

- The quality of teaching is good. This ensures children receive the support they need to make good progress in their development, taking into account their starting points and capabilities. Progress is particularly good in relation to children's self-care skills and self-confidence.
- Effective partnerships with the school, parents and other professionals make significant contributions to providing an inclusive service, where all children's needs are identified and met.
- Staff fully understand and implement robust safeguarding policies and procedures to ensure that children are effectively protected at all times.
- Good quality has been achieved very swiftly because the provision is led by a management team that has the expertise and high aspirations to provide the very best for all children and their families.

It is not yet outstanding because

- Staff do not capture all potential opportunities to provide maximum support for children's communication and language skills.
- Opportunities for robust outdoor activity and child-led activity in relation to children moving between rooms and into the outdoors, are not yet maximised.

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.

Inspection activities

- The inspector observed activities in both of the playrooms and the outdoor area.
- The inspector held discussions with the school head teacher, head of early years, the manager and all staff.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector spoke with children and parents during the inspection.
- The inspector looked at children's assessment records and planning documentation and a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff and the improvement plans.

Inspector

Christine Armstrong

Full report

Information about the setting

Little Angels was registered in 2013 on the Early Years Register. The setting operates from two rooms, which are situated in Christ Church Primary School. Children also have access to an enclosed outdoor area. The provision serves the families and children of the host school. It opens Monday to Friday during school time. Children are able to attend for a variety of sessions. There are currently 34 children on roll aged between two and four years. There is a leader and three members of staff working directly with the children. All staff hold early years qualifications at level 3. The provision supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- capture all opportunities to support children's communication and language skills by developing an extremely sharp focus on this area of learning during home visits, 'play and stay' sessions, sessions where bilingual staff are present and singing sessions, in order to secure more rapid progress
- enhance opportunities for child-led activity and robust outdoor activity by ensuring children are able to move between rooms and into the outdoors throughout the day.

Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a secure knowledge and understanding of how to promote the learning and development of young children. For example, staff have a good understanding and place a high value on the critical role parents have to play in their child's learning. Therefore, they use a number of successful strategies to engage all parents to take part in their children's learning in the setting and at home. Parents are effectively involved in identifying their children's achievements and supporting their next steps in learning from the onset. Staff undertake home visits before children start to attend and run regular 'play and stay' sessions. This provides opportunities for parents and staff to discuss children's interests and development and for staff to offer support and guidance to parents about how to help their child's learning. This good practice is supporting parents to enhance children's home learning environment. A 'Wow' achievement board contains observations of the progress children have made at home. This information is used to develop accurate assessments of children's achievements, which ensures the early recognition of any possible additional

needs they may have. It also ensures staff and parents work together, so that children have the focused support they need to make good progress in their learning. Parents are kept well informed about their child's progress through formal meetings and daily opportunities to speak with their child's key person. Partnership working with other professionals and parents is effective. This ensures the needs of children with special educational needs and/or disabilities are recognised and met effectively through detailed individual plans, which are well targeted and regularly reviewed. As a result, children are supported to make good progress, taking into account their starting points and capabilities.

Staff provide interesting and challenging activities and experiences for children that provide depth and breadth across the seven areas of learning. They are particularly sharply focused on supporting children's physical skills in relation to their self-care skills. Staff support and extend children's skills by providing high levels of support, showing them how to do things and then helping them to achieve things for themselves. They provide pictorial prompts and establish routines and high expectations, which contribute to children using and consolidating the new skills they have been taught. This effectively helps to support children's self-confidence, which is particularly important for children whose starting points are below those of other children of their age. As a result, all children quickly develop self-confidence and motivation in doing things for themselves. This means that they move into the typical range of development expected for their age in this area. For example, children learn where toys and craft resources belong, which enables them to make and express choices, initiate their own play and work with other children to help at tidy away time. At times, children can move freely from room to room and into the outdoor area. This further supports children's choice, particularly for children who prefer to learn outdoors or in one particular area, such as the role-play area or in the sand or water play. However, this effective approach to child-led activity is not yet embedded throughout the day.

The focus given to adding print to pictorial prompt, such as children's photographs, contributes to making a rich print environment, which supports children's emerging awareness that print carries meaning. Staff further support these early literacy skills by providing lots of opportunities for children to make their own marks and to listen to spontaneous and planned story sessions. These planned sessions are often also focused on extending children's learning in other areas, such as number and helping children to develop a sense of their own immediate family. During all activities, children's learning is enhanced by the fun and playful approach of staff. This approach helps to increase children's energy and fascination and motivates them to continue in their attempts to achieve, which also helps them to learn through trial and error. Staff model language well as they interact and talk with children. They speak to children in context of what they are doing and seeing using lots of signs and gestures. This is particularly helpful in supporting children who are learning English as an additional language. However, an extremely sharp focus on providing maximum support for children's communication and language skills, is not yet fully embedded. Therefore, some potential opportunities to fully support children's learning are not always captured. For example, staff do not always slow down their speech when they sing and repeat songs and rhymes, in order to fully support children with only emerging language. The planning of home visits, 'play and stay' sessions and

sessions where bilingual staff are present, does not prioritise supporting and extending children's communication and language skills, in order to secure more rapid progress.

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

Staff have a secure understanding of how important it is that children develop a secure sense of emotional well-being. All children are allocated key persons who build warm relationships with them and get to know them very well. Good emphasis is given to working in partnership with parents, school staff and other professionals, which ensures children receive the support they need when they first attend the nursery and move onto school. For example, initial settling-in experiences include home visits. These visits help children and parents become familiar with key staff in the security of their own home. They also help staff to develop an in-depth understanding of children's home experiences and care needs, which helps them to meet children's individual needs. Effective partnership working with other professionals ensures all the necessary steps are taken to support children with special educational needs and/or disabilities. Good use of bilingual staff ensures information is effectively exchanged with all parents. Continuity and consistency in children's learning as they move into school is particularly well supported because staff work effectively as a team to identify and meet children's individual needs. These approaches ensure inclusion for all and help children to become familiar with and embrace the new learning journey ahead of them.

Staff understand how important it is for children to become active and they plan a variety of stimulating and challenging range of activities to support this indoors and outdoors. This includes using a well-known television programme that captures children's interest and inspires them to make actions and move to music and song. Staff also take children into the school grounds to access large play spaces. During these sessions, staff effectively challenge children to become active and develop control over their bodies. This includes learning to kick, throw and roll balls and move their bodies in new ways, such as hopping, skipping and jumping sideways. These activities help children to develop a positive attitude to exercise. They are also used by staff to support and extend children's emerging understanding of how to keep themselves safe. Children have daily access to the outdoor area that leads off the playrooms. However, this area is not accessible at all times and it is small in size, which restricts more robust activity.

The high focus given to supporting children's self-care skills means that they quickly begin to enjoy their growing independence. For example, children show pride as they achieve simple tasks for themselves at the snack station, such as taking off the top of a yogurt pot and taking the peel off small oranges. The self-service approach to snack time and discussions led by staff about the importance of healthy food are effective in encouraging children to try new and healthy foods. This supports children's growth and their future health. Children learn to wash and dry their hands thoroughly, which contributes to supporting their good health. Discussions with parents on the day of inspection, demonstrate how well staff are targeting and developing children's toileting skills, in partnership with parents. Staff effectively support children to develop and enjoy positive relationships with other children, which helps to develop their social skills and contributes to their developing a sense of belonging. They set and maintain clear behaviour

boundaries, which children respond well to. As a result, children behave well and learn to share and take turns, which ensures they enjoy a harmonious environment.

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

The head teacher and manager have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the setting are closely monitored and assessed for suitability. Staff work as part of a multi-agency team, working together with parents and other professional agencies. This ensures families receive early intervention and support if needed. All staff receive ongoing training and have a strong knowledge and understanding of child protection procedures. They understand signs of possible abuse and neglect and know how to respond appropriately to these. This includes responding and taking appropriate action to any inappropriate behaviour displayed by other members of staff, or any other person working with the children. Children are further safeguarded through good levels of supervision and a culture of assessing and minimising risks during all activities. Robust steps are taken to ensure intruders are prevented from entering the premises. All the required records are kept to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met. Staff receive training in first aid, which ensures they administer first aid appropriately and inform parents of any accidents. These procedures help to ensure children's health is promoted and benefit from a safe and secure environment.

Since registration, the head teacher and early years lead teacher of the school have used their expert knowledge and skills to drive and attain high standards of learning. Evaluation of the provision is robust, which ensures all children receive the support they need to make good progress in their learning and development. It includes close and regular tracking of children's progress and monitoring of the educational programmes. Staff performance is closely monitored and well-targeted training, support and coaching are ensuring continual improvement in skills and knowledge. For example, the training programme has ensured staff are skilful in undertaking the progress check for children between the ages of two and three years. There are well-targeted action plans in place to support children's achievements over time. For example, there are plans in place to develop staff peer observations, in order to support staff to be more reflective in their practice. Staff will also attend training that is based on current research into what works best in early years and why.

Partnerships with other professionals are well established and contribute effectively to identifying and meeting children's needs, particularly in relation to children with special educational needs and/or disabilities. High focus is given to fostering positive relationships with parents. This includes seeking and responding to parents' views. For example, in response to parents comments, staff invite them to arrive 10 minutes before the end of the session, so that there is extra time for them to have discussions. High focus is also

given to encouraging home learning. This includes providing parents with home activity packs, which include detailed guidance about how to use the resources. Parents are supported and encouraged to note any learning that takes place at home during the activity, which makes a valuable contribution to children's assessments.

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	EY474114
Local authority	Sandwell
Inspection number	949387
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	34
Name of provider	Christ Church C of E Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0121 552 3625

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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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