

Little Angels

Werrington Sports & Recreation Centre, Staniland Way, PETERBOROUGH, Cambridgeshire, PE4 6JT

Inspection date

04/07/2014

Previous inspection date

20/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 and children form warm, trusting relationships and as a consequence, children are happy and enjoy their time at pre-school.
- Effective partnerships with parents and regular communication is generally encouraged, which supports children's well-being and continuity of care.
- Children are confident to follow their own interests as they are able to make choices from the wide range of resources available to them.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of children and ensure they receive sufficient ongoing challenge so that they make good progress.
- Performance management systems lack the rigor needed to identify weaknesses in teaching and target support and coaching to make improvements.
- There are occasions when some staff overlook opportunities to extend learning during children's self-chosen activities.
- Self-evaluation is not sufficiently robust to accurately identify areas of development to drive improvements forward.

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 in both the inside and outside learning environment.
- The inspector held a meeting with the proprietors and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and proprietor took part in a joint observation
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

Little Angels pre-school opened in January 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from the community room within Werrington Sports and Recreation Centre on the outskirts of Peterborough. The pre-school is privately owned. All children share access to a secure, enclosed outdoor play area. The pre-school is open each weekday from 9.15am to 12.15pm, term time only. On Monday, Tuesday and Wednesday a lunch club operates until 1pm. The pre-school also runs a breakfast club every morning. Little Angels pre-school serves the local community. There are currently 26 children on roll; all are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The pre-school employs five staff, all of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- make sure that the planning accurately reflects the assessment of individual children's skills, interests and progress, both in the pre-school and at home, so that there is a sharply focused approach to enabling children to make good progress
- improve performance management and supervision of staff in order that they are fully supported to improve their teaching skills.

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

- ensure all opportunities to extend children's learning are maximised, especially during self-chosen activities
- develop a more rigorous approach to self-evaluation to inform priorities and set challenging targets for improvement especially in teaching and learning.

Inspection judgements

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

Staff have a secure understanding of how children learn through play. They set up the pre-school each day with activities that they know the children will enjoy and provide opportunities to enhance their development across all seven areas of learning. As a result,

children arrive excitedly, ready to explore and investigate toys and activities that interest them. Staff are generally deployed well and encourage children in their play. For example, staff sit with children as they play with dough. They demonstrate how to handle the pliable material by rolling it into balls, flattening it with rolling pins and subsequently, forming it into different shapes and objects. Staff use vocabulary, such as 'squash' and 'squish' as they play and introduce mathematical language, such as, 'bigger', 'smaller', 'heavy' and 'light'. Staff listen carefully as children share ideas and comments and respond to children's lead as they pretend to make chocolate cake. Children's communication skills are enhanced at these times as they gain the confidence to join in conversations and learn new vocabulary. This is especially beneficial for those needing support in this area and those learning English as an additional language. However, this skilled level of intervention is not always utilised by all staff and there are occasional variations in the level of teaching, especially during children's freely chosen activities. At these times, some staff miss opportunities to maximise learning by playing alongside children and take on a more supervisory role and attempt to direct play. That being said, children enjoy themselves and they generally concentrate well.

Children are beginning to understand that text carries meaning and take the chance to practise their skills at pre-school. Staff provide a range of materials, such as, pens, crayons and paintbrushes to enable children to make marks and a great favourite are the chalks, used outside on the walls and paving. Older children draw a pretend character called marshmallow man and are supported by staff to form the initial letters to spell the name. These playful opportunities help children to gain skills needed for future learning including school.

Staff observe children as they play and assess their learning against developmental norms. Parents contribute information about children's activities and learning at home and sometimes make contributions to children's learning journal documents. However, currently staff do not always use this information consistently to plan activities focused on children's individual needs. This means that at times the educational programmes lack the challenge required to ensure that children make good, rather than satisfactory progress towards their early learning goals.

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

Staff spend time getting to know families at the pre-school and because of this they are satisfactorily informed about children's care needs. Children generally form trusting attachments to staff and feel secure in their environment which is evident in the way they move around confidently, finding their own toys and activities that interest them. Children benefit from the chance to go outside in the fresh air. Here they can enhance their physical skills by riding scooters, digging in mud and generally being more energetic. Children's health is enhanced also by nutritious snacks of fruit and savoury foods which together with discussions led by staff, means children are beginning to understand about healthy choices in their lives. Both the inside and outside environment offers adequate resources and opportunities for children to develop across the seven areas of learning. Although the pre-school room is packed away after most sessions, staff ensure resources are safely stored in mobile containers and are available for children to choose their own

playthings as and when they need.

Staff have a satisfactory understanding of keeping children safe by ensuring the environment is secure and that there are no hazards in the vicinity as children play. Children are also encouraged to become aware of their own safety and that of their friends. For example, staff ask children to find the owner of a pair of wellington boots abandoned in the quiet area. Staff explain that children should always wear shoes at pre-school to protect their feet. Children behave well and are learning how to play together, take turns and share. Staff also encourage children to become independent according to their stage of development by allowing them to help themselves to snacks and attend to their own personal care needs. These are important skills that support children well as they mature. Staff plan ahead for children's moves to school or nursery. Visits and supportive activities help children at this time and ensure that changes in their lives are as positive as possible.

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

The management team have a generally sound understanding of their responsibilities to ensure that practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Staff have a satisfactory understanding of safeguarding procedures and have attended training. They know how to identify and report concerns they may have about children in their care. Up-to-date policies and procedures are in place to support their work and these further protect children when in the pre-school. Managers monitor both educational programmes and children's progress to ensure that children have the opportunity to make steady progress while at pre-school. They also use self-evaluation to provide a general overview of the strengths and weaknesses of the setting. However, this has still to be embedded in practice and the current level of self-evaluation lacks the rigor needed to clearly identify and target actions to improve teaching and learning across the pre-school.

Recruitment procedures are satisfactory and include background checks and a trial period of employment. Staff have access to training and generally use this adequately to enhance children's experiences. Managers have introduced a performance management system and this includes annual appraisal and supervision for staff. However, this is not sufficiently robust to ensure that staff receive the supervision and coaching they need to improve teaching and interactions with children and enhance their positive development. Satisfactory partnerships with parents are in place and parents give very positive feedback about the pre-school. They describe how their children are learning how to play and socialise with others and are grateful for the hints and tips they receive about activities to provide at home. Partnerships with other providers of the Early Years Foundation Stage and other professionals are secure. This means that when necessary, there is a coordinated approach to children's learning and care.

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	EY299955
Local authority	Peterborough
Inspection number	873009
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	26
Name of provider	Little Angels Partnership
Date of previous inspection	20/01/2009
Telephone number	01733 576 606

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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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