

Angelface Pre-School Breakfast and After School Club



1 Holmshaw Close, Sydenham, London, SE26 4TH

Inspection date

25 February 2015

Previous inspection date

23 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management does not ensure that documentation, including staff records, are accessible for inspection by Ofsted. This does not promote children's safety and well-being.
- The quality of staff's assessments and planning varies. As a result, some staff are not effectively planning the next steps in children's learning to enable them to make good progress.
- Staff are not always considering the needs of all children as part of daily routines. At different times children are kept waiting. This wastes children's time because they are sitting or standing in line rather than learning through play.
- Staff do not use successful systems of working with parents to promote children's awareness of healthy eating.

It has the following strengths

- There is a good range of resources that are accessible in the welcoming environment. This means children are able to make choices in their play, which motivates them to learn.
- Management and staff are clear on the procedures they need to follow in the event of a concern with regard to children's welfare. As a result, children are safeguarded.
- Staff work well together as a team. Management are committed to improving the quality of the provision and provide staff with relevant training opportunities.

What the setting needs to do to improve further

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

- ensure that children's individual next steps are correctly identified and staff plan challenging activities to support children in their learning and development
- ensure that documentation is well organised and available for inspection at any time, with particular regard to staff files.

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

- review the daily routines to make sure that children's individual needs are met and they are not waiting for long periods of time
- work more effectively with parents to provide children with consistent messages about healthy eating.

Inspection activities

- The inspector observed staff's quality of teaching with children in the playroom and garden.
- The inspector completed a joint observation with the manager and held a meeting with the management team.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and the provider's procedures for self-evaluating their practice.
- The inspector spoke to staff and children at appropriate times, and took into account the views of the parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, planning and of how parents are involved in this process.

Inspector

Lorraine Sparey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching varies. At times, staff enthusiastically join in with activities supporting children's learning and their enjoyment. For example, a music teacher visited and children thoroughly enjoyed learning about different dances. They were all motivated and the children followed instructions well. However, at times, staff are not focusing activities and learning opportunities on the next steps in their key children's learning and development. For example, some children need support with their personal, social and emotional development enabling them to build positive relationships with others. Some staff are concentrating on teaching children the alphabet and numbers, and do not help the children to communicate with others playing alongside them. Consequently, children are not learning the skills they need in preparation for school.

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

Children are comfortable in the setting. They show good levels of confidence as they make choices from the wide range of resources. Staff work hard to create a welcoming environment that children can safely and freely move around in. Staff support children's growing independence in their personal care and overall, children follow good hygiene routines. However, staff do not do all possible to work in partnership with others to help children learn about healthy lifestyles, including eating healthily at lunchtimes. Nevertheless, staff and children sit together during snack and meal times, which promote children's social skills. Children behave well and learn good table manners.

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

The management and staff continually reflect on their practice to make sure that they are enabling children's learning. As part of this process, they are updating the way they record children's observations and assessments. Staff use an online system to enable parents to access their child's records. However, some staff have lost focus with planning the next steps in their key children's learning. As a result, some children are not making good progress. During the day, children follow the daily routine, sitting down to snack time together and all going outside. However, staff ask all the children to stop what they are doing and to sit on the mat. Children have to take turns to wash their hands or to put on their coats before they go outside. This means some children wait for long periods when they could be involved in play activities. Management and staff demonstrate good knowledge and understanding of child protection and of how to keep children safe in the environment. Management keeps most records appropriately. However, some documentation, including staff suitability, is not well organised and management is unable to produce documentation for inspection when asked.

Setting details

Unique reference number	EY427634
Local authority	Lewisham
Inspection number	816625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	30
Name of provider	Leanne Okeleke & Mrs Susan Okeleke Partnership
Date of previous inspection	23 January 2012
Telephone number	07957 480 712

Angelface Pre-School registered in 2011 and is privately owned. It operates from a hall in a community centre in a Sydenham, in the London Borough of Lewisham. It is open Monday, Wednesday, Thursday and Friday from 8am to 6pm and Tuesday from 8am to 12 noon, during school term times only. The pre-school receives funding for the provision of free early education for children aged three and four years. There are six staff working with the children. All of these are qualified in early years.

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