

Little Angels Pre-School

Bennetts End Community Centre, Leys Road, HEMEL HEMPSTEAD, Hertfordshire,
HP3 9LZ



Inspection date

Previous inspection date

8 January 2016

3 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Staff are responsive to the children's individual needs. They listen and give children time to think and share their views during activities.
- The key-person system is firmly embedded and children are happy and form close bonds with the staff. Parents report that staff are kind and caring and know their key children very well.
- Children benefit from an exciting range of learning opportunities through which they explore, create and discover. Children are well prepared for their next stage in learning and moving on to school.
- Staff provide many opportunities to support children's development in language and communication. Children enjoy selecting a picture from the bag and singing a song that relates to their chosen picture.
- Staff engage very well with parents. Through daily discussions and sharing of children's records of achievement, parents are kept well informed of their child's progress. This helps promote a joint approach to children's learning both at home and at the pre-school.

It is not yet outstanding because:

- The management has not yet fully developed a system of assessing and analysing the progress made by different groups of children. Staff do not always have the best possible information available to support even sharper planning.

What the setting needs to do to improve further

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

- refine the systems used to track the progress being made by specific groups of children to support even sharper planning for them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager. The inspector looked at a sample of policies, procedures and documents relating to the management of the pre-school, including evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents and children during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The manager continually reflects on the setting's practice and she actively seeks the views of parents, staff and children when implementing new ideas. Staff have a clear understanding of how children learn and develop throughout the pre-school. Staff are well qualified. Through supervision, observation and monitoring, training needs are identified and courses accessed to enhance staff's learning and professional development. This has a positive impact on children's learning. The arrangements for safeguarding are effective. The pre-school has a robust system of recruitment and induction to check that all those working at the pre-school are suitable to care for the children. Staff are aware of the procedures to follow if they have a concern regarding the safety or welfare of a child or if an allegation was made against a member of staff. Management has built working partnerships with settings that children move on to. Information is shared with new teachers which supports children's individual needs and their move to school.

Quality of teaching, learning and assessment is good

Staff have a clear understanding of how children learn and develop. Staff keep precise records of individual children's observations, assessments and achievements. This gives a clear picture of their learning and development, enabling staff to clearly target children's next steps. Activities challenge children in their learning and are differentiated to meet individual children's needs. Staff provide opportunities for children to develop their mathematical skills and they enjoy the challenge of mathematical problem solving. They work out the differences in the number of boys and girls in the session and count how many more girls there are than boys. During a bilingual story session about a creature that lives in the woods, children are presented with mathematical opportunities of counting in English and in French.

Personal development, behaviour and welfare are good

Children are confident and have many opportunities to develop their independence. They enjoy preparing and cutting their own snacks. They pour their own drinks and learn self-care skills. Children experience the benefits of exercise through a range of outdoor activities and trips, and use these experiences to learn how to keep themselves safe. They enjoy trips to the library and the local shops and park. Children join in a range of activities that reflects their different religions and beliefs. Children are taught to be kind, take turns and share fairly. Staff are effective role models to demonstrate this good practice. All staff are consistent in their approach to managing children's behaviour.

Outcomes for children are good

Children make good progress based on their starting points. They benefit from additional support that is given when any individual gaps in learning are identified. Children are well prepared for their next stage in learning, including moving on to school.

Setting details

Unique reference number	EY361912
Local authority	Hertfordshire
Inspection number	863715
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	42
Name of provider	Margaret Ann Hart
Date of previous inspection	3 February 2011
Telephone number	07989 346814

Little Angels Pre-School was registered in 2007. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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