

Angelface Pre-School Breakfast and After School Club

1 Holmshaw Close, Sydenham, London, SE26 4TH



Inspection date

25 February 2016

Previous inspection date

25 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Systems to monitor the quality of teaching are not rigorous enough. This means there is inconsistency in practice, including the quality of adult interactions to support and challenge children in their play.
- Adults do not always make the most of opportunities to help children to develop their independent skills at different times during the day.
- Leaders and managers are at an early stage of looking more precisely at the accuracy of children's assessment and monitoring the progress of different groups of children.

It has the following strengths

- Leaders and managers work hard to make sure children in the community access their entitlement to free nursery education. They help parents understand how children's regular attendance contributes to their child being ready for school.
- Children are happy and eager to see their friends when they arrive at pre-school. They enter the hall with confidence and quickly decide where to begin their play.
- Adults notice when children may need extra support in their learning. They complete referrals in partnership with parents and seek guidance from other professionals so they know how to best support children with special educational needs.

What the setting needs to do to improve further

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

- strengthen the system to monitor staff practice so teaching becomes of a consistently high standard, including the quality of adult interactions to extend children's learning
- make sure adults make the most of learning opportunities across the day to further support children's developing independence skills
- continue to develop the system to monitor and track the progress of individual and groups of children, making sure assessments are accurate and prompt action is taken when there are gaps in learning so these close more quickly, including for children who have speech and language delay.

Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector spoke to children, staff and the manager at appropriate times during the day. She held a meeting with the provider.
- The inspector carried out joint observations with the provider.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records, the electronic assessment tool, planning information, the setting's self-evaluation, evidence of suitability of staff and a range of other documentation including, policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers reflect on the quality of provision by seeking the views of staff and parents. They make changes happen but recognise more needs to be done. Leaders and managers teach on a day-to-day basis and demonstrate good practice to others. They recognise the need to strengthen systems to monitor teaching more rigorously so adults are clear about what they need to do to improve their practice at a faster rate. Adults feel supported in their role and appreciate regular opportunities to discuss their key children. This discussion helps them identify any training needs, such as courses to help them support children who find behaviour more challenging. The setting works in close partnership with parents. It continually looks at different ways to engage more parents in their child's learning. Safeguarding is effective. Adults have a clear understanding of what to do if they are concerned about a child. Leaders take prompt action to pass on information to other agencies to help keep children safe.

Quality of teaching, learning and assessment requires improvement

Children use their imaginations well when they dress up as 'super heroes'. Adults support role play well and help children to recall experiences from home. However, adults do not always pick up on the range of opportunities to support and extend learning when children play both indoors and outside. Adults are gaining confidence in using the revised assessment tool to check what children know and can do already. They use this information to identify what children need to do next and plan a variety of activities and resources that cover the seven areas of learning. Children enjoy listening to familiar stories during circle time. They recite the rhyme in the story and excitedly anticipate what 'monster' they will see next. Adults support children with special educational needs well. Children make marks in the sand using a variety of tools and adults describe the different marks children make. This helps develop children's skills for writing.

Personal development, behaviour and welfare require improvement

Children become independent in their personal care needs. However, adults do not make the most of opportunities to help children to develop their independent skills at different times during the day, including mealtimes and when children get ready to play outdoors. Children respect one another and understand the importance of taking turns as adults reinforce positive behaviour. Adults ring the bell so children know there will be change in routine. Children understand what keeps them healthy. They enjoy nutritious snacks and meals. One boy explains he 'does exercise' and knows why this is good for him.

Outcomes for children require improvement

Children do not all make the best possible progress from their starting points. Leaders and managers are implementing systems to check children's progress more closely. Early analysis show some gaps in children's mathematical and communication skills. Work is already underway so gaps are beginning to close. Children practise their skills for counting as they load the bricks into the truck. Adults have recently sought help from speech therapists to develop different strategies so they can help children with language delay make better progress in their skills for speaking.

Setting details

Unique reference number	EY427634
Local authority	Lewisham
Inspection number	1032286
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	23
Name of provider	Angel Face Pre-school & Breakfast After School Club Limited
Date of previous inspection	25 February 2015
Telephone number	07943 600 167

Angelface Pre-School registered in 2011 and is privately owned. It operates from a hall in a community centre in a Sydenham. It is open Monday, Wednesday, Thursday and Friday from 8am to 6pm during school term times only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports disabled children and those with special educational needs and children who speak English as an additional language. There are five staff working with the children. All staff hold an early years qualification to at least level 2.

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