

# Little Angels Pre School Ltd



St. Matthews Church, Harwich Road, COLCHESTER, CO4 3HR

<b>Inspection date</b>	4 May 2016
Previous inspection date	9 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The pre-school's management team is highly effective in driving improvement. Staff are extremely motivated, enthusiastic and demonstrate a strong commitment towards maintaining excellence in all areas.
- The quality of teaching across the pre-school is outstanding. Thorough observations are reflected in planning, meeting the unique needs of each child. This helps to ensure that every child makes exceptionally good progress in their learning and development.
- The pre-school management team monitors the quality of learning and development extremely well. Any gaps in children's progress are quickly identified and any necessary interventions are sought.
- Partnerships with parents are exceptionally friendly and trusting. Parents are respected as their child's key educator. They are actively encouraged to remain involved in their child's learning, both in the pre-school setting and at home.
- Equality and inclusion are at the heart of everything that staff do with the children. They are highly effective in ensuring that all children are able to participate at their own level. Children develop highly positive attitudes towards others and learn about people and communities beyond their immediate experience.
- Children feel extremely safe. They develop thoroughly secure emotional attachments to their key person and other staff, readily going to them for a chat and for any support needed with activities.
- Staff give high priority to supporting the language and communication skills of all children, including those who speak English as an additional language. Staff talk with children, help them to develop their vocabulary and become confident communicators.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills.

### 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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school management.
- The inspector held a meeting with the pre-school management.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Regular supervision and checking of staff performance underpin a shared commitment to delivering a high-quality care and learning experience for all children. Reflective practice is fully embedded into the self-evaluation processes, effectively supporting management and staff to constantly promote the highest achievements for all children. Thorough analysis of assessment information means that any potential learning needs are quickly identified and addressed. Staff's professional development is actively encouraged, to challenge and improve their knowledge and practice. Their learning is applied exceptionally well, enhancing the quality of children's experiences. Safeguarding is effective. Staff have an excellent understanding of their role and responsibilities in protecting children in their care.

### **Quality of teaching, learning and assessment is outstanding**

Staff have a clear understanding of how children learn. They know the children extremely well and have high expectations of what they can achieve. Staff provide a rich, varied and imaginative educational programme that meets the unique needs of every child. Outdoor play is encouraged and children move freely between indoor and outdoor spaces. They are active, motivated and inquisitive as they experience an exciting mix of adult-led activities and self-initiated play. Older children listen intently and are highly engaged in adult-led activities, both one to one and in groups. They concentrate well as, for example, they learn about how germs are transmitted. Children put their hands in a mixture of glitter and liquid soap and touch others as a demonstration of how germs are spread. They learn about letter sounds and enjoy books and stories. Management has identified that staff do not always pronounce initial sounds accurately when naming letters of the alphabet and training is planned to address this.

### **Personal development, behaviour and welfare are outstanding**

Staff are extremely good role models who support children's emotional well-being exceptionally well. Children mostly separate from their main carer readily. Those who do not, are supported highly sensitively by the caring staff. Children settle quickly and are very happy in the pre-school. Testimonials from parents demonstrate the high regard they have for staff and the quality of provision in the pre-school. Children behave well. Staff gently and calmly remind children of the consistent ground rules. Good behaviour and individual efforts are highly valued. Children are given warning of when activities are to change, giving them time to finish off what they are doing. Staff support children exceedingly well to develop a positive sense of themselves.

### **Outcomes for children are outstanding**

Children make exceptional progress across all areas of learning. They develop the key skills needed for the next stage in their learning, such as moving on to school. Children are highly motivated and are very eager to engage in purposeful play. They understand that print carries meaning and are encouraged to write their first name on their artwork. Children readily count in routine and play situations, and attempt to solve number problems. Transitions to school are managed exceptionally well.

## Setting details

<b>Unique reference number</b>	EY359225
<b>Local authority</b>	Essex
<b>Inspection number</b>	849582
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Little Angels Pre-School Limited
<b>Date of previous inspection</b>	9 June 2011
<b>Telephone number</b>	07805850662

Little Angels Pre School Ltd was registered in 2007. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am until midday, and from midday until 3pm. Children are able to attend for a full day from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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