

Little Angels

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



Inspection date

Previous inspection date

10 June 2016

6 July 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Self evaluation is inconsistent. Some weakness in everyday practice are identified and acted upon while others are not.
- Supervision systems do not include a sharp focus on staff performance or enable managers to tackle underperformance swiftly.
- Managers do not have effective systems in place to ensure that all children have a specific key person.

It has the following strengths

- Children are settled and happy at the pre-school. They have good relationships with the staff and are keen to take part in activities.
- Teaching is good because staff are skilled at talking and playing with children. They make the most of every opportunity to extend children's conversation and provoke them to think.
- Staff are motivated and keen to continue to improve the quality of the provision.
- Parents speak very positively about the care and education their children receive. They say that their children are very happy at the pre-school and that staff are friendly and approachable.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement supervision systems that focus on the performance of staff so that any underperformance is tackled swiftly and effectively	15/07/2016
■ review and strengthen the system for allocating a key person to children, with regard to when staff changes occur, so that every child continues to have a specific key person.	15/07/2016

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

- ensure evaluation is thorough and implement the necessary improvements to get to good.

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 took account of the views of parents spoken to on the day of the inspection.
- The inspector completed a joint observation with the pre-school manager.
- 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.

Inspector

Susan Brockhouse

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, Leaders and managers have made adequate progress in improving the quality of the provision in the past year, particularly to the outdoor environment and the quality of teaching. Recent changes in the management team have injected a new level of motivation. As a result, staff work effectively as a team and they are jointly challenging what they can do better and are implementing changes that are improving the quality of the provision. Staff are developing a thirst for knowledge and they attend relevant training to improve the quality of teaching. Safeguarding is effective. Staff have a good understanding of how to identify when a child may be at risk of harm and implement suitable procedures when concerns arise.

Quality of teaching, learning and assessment is good

Staff have worked hard to make changes to the layout of equipment and the type of resources available. The newly appointed deputy is reviewing the way they observe and assess children's development and plan activities. Some positive changes have been implemented. Staff plan activities which reflect the interests of the children. Good support is provided for children's language development. Staff naturally join in with children's play, talking with them and helping them speak clearly. For example, when children experiment with paints, staff encourage them to observe and to talk about how the colours change when they are mixed. Staff use everyday routines well to promote children's mathematical development. For example, at registration time they count the number of children present and identify numbers and shapes.

Personal development, behaviour and welfare require improvement

All staff take time to get to know all the children and develop strong relationships with them and their parents. For most children the key person system works well to ensure their individual needs are met. Children behave well; they are sociable and play nicely together. Staff help children understand how to be safe and recognise potential risks. For example, when children help to prepare snacks, they use sharp knives under close supervision and are supported appropriately by staff to develop an understanding of the importance of using these tools carefully. Staff have worked hard to revive the outdoor area and they have plans to improve it further. As a result, children spend considerable amount of their time playing outdoors.

Outcomes for children are good

Children choose resources enthusiastically. They are confident learners who are willing to try new experiences. Children are well-prepared for school. They are learning to be independent, take turns and listen to each other. Older children recognise their name and children of all ages use a range of tools to draw, paint and write with increasing control. Children's speaking and listening skills are good. They interact with staff confidently and ask questions. As they play they make good progress in learning about shape, size and numbers. Early indications suggest that the pre-school have used funding effectively to support the children eligible for the early years pupil premium. Parents say they are pleased with the new skills and confidence that children show.

Setting details

Unique reference number	EY299955
Local authority	Peterborough
Inspection number	1037718
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	26
Number of children on roll	26
Name of registered person	Little Angels Partnership
Registered person unique reference number	RP909823
Date of previous inspection	6 July 2015
Telephone number	01733 571238

Little Angels pre-school was registered in 2005. It operates from the community room within Werrington Sports and Recreation Centre on the outskirts of Peterborough. The pre-school is privately owned. 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 and on a Friday the setting opens until 3pm. The pre-school also runs a breakfast club every morning. 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.

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