

# Little Angels Preschool

@ Holy Trinity C of E Primary School, Beridge Road, Halstead, ESSEX, CO9 1JH



<b>Inspection date</b>	13 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children are eager and inquisitive learners, making good progress as they gain skills and knowledge to support their future learning. Children delight in accessing the particularly interesting and well-resourced outdoor environment which is planned skilfully to enhance all areas of their learning and development.
- The effective key-person system is highly supportive of children's emotional well-being as they develop a strong sense of belonging. Staff purposefully work in partnership with parents and outside professionals. They provide support which is carefully tailored to the needs of children who have special educational needs and/or disabilities.
- Children learn to take responsibility for their own behaviour and they respond well to the consistent boundaries promoted by the staff. They play harmoniously together and have the greatest respect for the feelings of others.
- The provider and manager are highly motivated and strive for excellence. The management makes good use of self-evaluation and monitors practice effectively to identify and prioritise improvements to the provision for children.

### It is not yet outstanding because:

- Staff do not always consider the differing levels of concentration and engagement for younger children when planning and pacing some of the adult-led group activities. Occasionally, some children lose interest and do not fully benefit from the experiences to enrich their full involvement and deepen their thinking skills.

## What the setting needs to do to improve further

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

- support younger children's engagement in some adult-led activities as they develop and extend their ability to concentrate and participate actively in the experiences.

### 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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the early years teacher.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views expressed in written testimonials and questionnaires.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their role and responsibilities to protect children from harm and prioritise their safety. They discuss safeguarding issues routinely at staff meetings and their knowledge of current safeguarding policies and procedures is fully maintained. Staff are motivated to achieve higher qualifications, with full support of the management. Through well-targeted training, they enhance their knowledge of the behaviours associated with children's specific needs. This has a particularly positive impact on the tailored support and intervention they provide for children who have special educational needs and/or disabilities. The management has established strong partnerships with other professionals and local schools. They are proactive in gathering information from school teachers in order to understand the most important skills to focus on when supporting children's readiness for school.

### Quality of teaching, learning and assessment is good

Staff effectively monitor each child's progress in order to quickly identify and implement extra support where needed. Activities are wide ranging and often extended from children's spontaneous interests. Children develop their literacy skills when in the outdoor environment. Using their fingers, they make marks in trays filled with foam. Older children receive effective guidance to extend their ideas. They show curiosity when they find a feather and staff show them how to use it to write their names in the foam. Two-year-old children demonstrate a strong interest in creative activities. Staff extend their language and repeat phrases while they talk about making a caterpillar with glue and paper shapes. Children enjoy coming together in a group to listen to stories, although the older children find these activities much more engaging than the younger children.

### Personal development, behaviour and welfare are good

Communication between each child's key person and parents is effective. During home visits, staff gather information about each child's starting points and the routines of children who have special educational needs and/or disabilities. Children are motivated to behave well and demonstrate an eagerness to share their achievements with the staff. Children's kindness towards each other is readily praised and they are provided with encouragement to be independent. Children learn how to keep themselves safe and take manageable risks in their play. They talk about contacting the emergency services in their role play situations and revisit this learning during planned fire drill practices. Children's health is promoted through plenty of energetic play and time spent out in the fresh air.

### Outcomes for children are good

Children, including those who receive funded early education, make consistently good progress in their learning and development. Children make great gains in their confidence and develop the skills they need in readiness for school and their future learning. They enjoy exploring letters and sounds as their early literacy skills develop. Children who have special educational needs and/or disabilities form positive relationships and feel reassured by the familiar and nurturing interactions.

## Setting details

<b>Unique reference number</b>	EY479551
<b>Local authority</b>	Essex
<b>Inspection number</b>	992823
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	L.A.P.S (Essex) Limited
<b>Registered person unique reference number</b>	RP533817
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01787 474884

Little Angels Preschool was re-registered in 2014 following a change in legal entity. The pre-school employs 10 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm on Monday to Thursday and from 8.45am to 12.15pm on Friday. An additional session is offered on Friday afternoon during part of the year for children who are due to start school. These sessions are from 12.30pm to 2pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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