

# Little Angels (BWBC) Pre-School

12 Furzehill Road, BOREHAMWOOD, Hertfordshire, WD6 2DF



## Inspection date

12 December 2016

Previous inspection date

5 November 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has not provided the necessary information to Ofsted, including details of Disclosure and Barring Service checks, to enable suitability checks to be completed on all committee members.
- Overall the quality of teaching is good; however, there are occasions when the most able children's learning is not challenged as much as it could be.

### It has the following strengths

- Staff carefully track all children's progress. They support children who need additional help through one-to-one support and small-group work.
- Parents say that they appreciate how caring, kind and knowledgeable the staff are. Their children look forward to coming and settled quickly.
- Staff actively work with a range of external professionals, such as speech therapists. Through good partnerships they share information with professionals, parents and other settings to help support consistency in children's learning.
- Staff are qualified and experienced and are a well-established team. The manager carries out effective supervision and gives staff regular feedback.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ enable Ofsted to complete suitability checks on committee members by providing necessary information, including details of Disclosure and Barring Service checks. | 23/12/2016 |
|---|------------|

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

- provide highly challenging experiences for most able children to help them make rapid progress.

## 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 observed a planned activity and jointly evaluated this with a senior member of staff.
- The inspector held a meeting with the manager and looked at relevant records, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documents, including the safeguarding policy. She also viewed some observation and assessment records and discussed the pre-school's self-evaluation process.

## Inspector

Rebecca Williams

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has notified Ofsted, but has not provided the necessary information about four current committee members. This means that not all of the required suitability checks have been completed. The manager and chairperson had identified this as an issue after attending recent training and had taken some steps to address this prior to the inspection. In addition, steps are taken to minimise risks to children; for example, visitors and volunteers are not left alone with children, nor do they provide any of children's intimate care. Fire evacuation plans are effectively put into practice. The manager has an ambitious vision for the pre-school and develops plans with staff to improve the experiences of and outcomes for children. One way that staff actively seek parents' opinions is through the question of the week on a notice board. Staff have recently altered parent consultations to better accommodate the needs of some parents as a result of feedback.

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

Staff provide a wide range of activities across the areas of learning to engage children. Children are eager to join in with the activities. Staff carefully introduce a craft activity. Children concentrate as they colour in a picture of a candle associated with Hanukkah. They are encouraged to colour within the lines, developing their physical skills. Children are encouraged to decorate it as they wish. They cut small strips of paper for the candles. Staff select resources to promote children's independence, including left- and right-handed scissors and manageable strips of paper for each child with the candles already marked out. Children are encouraged to independently glue on paper shapes for the flames and discuss how to make it look more like fire. Staff have completed recent training on supporting children with their number skills through play. Staff naturally extend children's mathematical skills, they ask children to count how many of the candles they have completed so far, and how many more until they are finished. Staff understand how to support children through their play. They carefully assess and track children's achievements and progress. They use this information well to thoughtfully focus support for children that need additional help; for example, some children attend a nurture group to build their personal, social and emotional skills.

### Personal development, behaviour and welfare are inadequate

The weaknesses already identified in vetting committee members mean that children are not adequately safeguarded. Despite this, the staff provide children with the opportunity to develop their independence, such as washing their own hands. They learn about how to keep themselves healthy through making healthy food choices. Children behave well. They are taught how to manage a range of emotions and their own behaviour. Staff use puppets during circle time to support a discussion about expected behaviours and the use of kind hands. Staff understand how to promote the values of tolerance and respect, and support this through the use of resources and activities. Children go on outings to the children's centre and library. They enjoy regular visits from a piano player and enjoy singing along to the piano as a group. Children enthusiastically practise singing songs for a Christmas performance.

### **Outcomes for children are good**

Children make good progress. Children who speak English as an additional language are supported through the use of visual aids and communication diaries with parents. Children benefit from targeted support to help develop various skills, including their language skills. They listen to sounds and take turns to identify the matching picture and say what it is, such as rain or a bicycle bell. Children who have special educational needs or disabilities make progress over time. They benefit from the very effective partnerships with parents and specialists developed by staff. Children have the skills they need for the next stage in their learning, or the move to school. Children who receive additional funding benefit from extra resources carefully selected for them. For example, sensory toys are introduced to help children develop their physical skills.

## Setting details

<b>Unique reference number</b>	130520
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1063620
<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 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Little Angels Committee
<b>Registered person unique reference number</b>	RP518866
<b>Date of previous inspection</b>	5 November 2013
<b>Telephone number</b>	020 8207 2430

Little Angels (BWBC) Pre-School was registered in 1992. The pre-school employs 14 members of childcare staff. Of these 12 hold appropriate early years qualifications at level 3. In addition two staff hold appropriate early years qualifications at level 6. The pre-school opens from Monday to Friday, from 9am to 3pm, term time only. Funded early education is provided for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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