

Angelface Pre-School Breakfast and After School Club

1 Holmshaw Close, Sydenham, London, SE26 4TH



Inspection date

18 January 2017

Previous inspection date

25 February 2016

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is inconsistent between staff. They do not all have a secure understanding of how children learn and of how to consistently engage and challenge their learning at all times.
- Staff do not effectively encourage all parents to build on their children's next steps in learning and to share what they know about children's achievements at home.
- Self-evaluation is not fully effective and does not precisely identify areas in the provision where improvements can be made to staff's practice.

It has the following strengths

- Staff form good relationships with children and offer regular praise to help boost their self-esteem. Children enjoy attending the pre-school and settle quickly.
- Management use effective recruitment systems to help ensure that staff working with children are properly vetted and suitable to do so.
- The outdoor learning area is well equipped and children enjoy taking age-appropriate risks in their physical play.
- Overall, the manager and staff use observations and assessments effectively to monitor children's progress and provide stimulating resources to support children's interest.

What the setting needs to do to improve further

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

Due Date

- ensure that all staff working with children have a secure understanding of the way they learn, to interact well and challenge them in their learning at all times. 18/02/2017

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

- improve strategies for involving parents and carers even more in their children's learning and development to help build on continuity in their care
- develop further the systems for self-evaluation to precisely identify areas in the provision where improvements can be made.

Inspection activities

- The inspector observed children at play and staff's interactions with children.
- The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the manager.
- The inspector spoke with parents and took their views into account.
- The inspector looked at documentation, including children's assessment records, staff's suitability checks and a selection of policies and procedures.
- The inspector completed a joint observation with the manager and held discussions about children's learning.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have recently attended specialised safeguarding training which helps them to recognise any children who may be at risk of extreme views and behaviours. The manager and staff have made some improvements since their last inspection. For example, the manager has introduced new assessment systems and uses these to accurately track the progress of all children and identify promptly those who may require external intervention. Staff do not consistently encourage all parents to build on their children's next steps in learning. Overall, the manager monitors staff practice well and gains their views to address weaknesses in the provision. Although the quality of teaching is improving overall, there are some inconsistencies in how staff interact and engage with children to provide them with enough challenge. However, the manager is aware of this and is working hard to close these gaps.

Quality of teaching, learning and assessment requires improvement

Some staff do not have a secure understanding of the way children learn. Although they sit with children during activities, they do not consistently gauge their level of understanding and ask questions to expand on their vocabulary. For example, during a building activity, a member of staff who sat with the children did not talk with them about what they were doing. However, other staff do interact well and motivate children to learn. For instance, during a messy play activity, staff encouraged children to make balls out of an oat mixture and challenged them to compare their different sizes and to count them as well. In addition, these staff asked children effective questions, helping to keep them engaged in their learning.

Personal development, behaviour and welfare are good

Staff use recent team discussions about behaviour management to help them support children to behave well and acquire good independence skills. For example, they allow children to serve their meals and scrape their plates after. Staff provide clear expectations and rules for behaviour. They teach children to share and take turns. This has contributed positively to how children behave. Children enjoy regular physical exercise. For example, during a dance session they learn to wiggle and shake to exercise their whole bodies.

Outcomes for children require improvement

Most children make typical progress in relation to their starting points. However, the inconsistency in staff's teaching does not ensure all children make as much progress as possible to be fully prepared for their move on to school. For example, some children are not as confident as others and tend to occupy themselves rather than actively learn. Others are imaginative and express their ideas well. For example, while exploring the mud kitchen outside, they mix soil and water, pretending to make cakes.

Setting details

Unique reference number	EY427634
Local authority	Lewisham
Inspection number	1041219
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	17
Name of registered person	Angel Face Pre-school & Breakfast After School Club Limited
Registered person unique reference number	RP906651
Date of previous inspection	25 February 2016
Telephone number	07943600167

Angelface Pre-School registered in 2011. It operates from a hall in a community centre in Sydenham. It is open on Monday, Wednesday, Thursday and Friday from 9am to 4pm, during school term times only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five staff and they all hold relevant childcare qualifications at level 2 and above.

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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