

Little Angels Community Pre-School

St Michael's Church Hall, Egerton Road, Ashton, Preston, PR2 1AJ



Inspection date

15 December 2016

Previous inspection date

15 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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:

- Staff do not effectively plan daily outdoor activities to support children's good health.
- The manager has not yet established arrangements for monitoring the impact that teaching is having on the progress of different groups of children.

It has the following strengths

- The pre-school environment is warm and welcoming and children develop a sense of belonging. For example, they find their name from the board when they arrive.
- Staff build strong relationships with children through an effective key-person system and positive interactions. They take time to get to know children when they first start, gathering detailed information about what children like and what they can do. This helps to ensure children are secure and supports their emotional well-being.
- Children are happy and enjoy their time at the pre-school. Staff foster children's self-esteem through effective use of praise and encouragement. This helps support children to develop their confidence. Consequently, children are developing a 'can do' attitude and are willing to have a go and participate in activities.
- Partnerships with parents are well established. They speak positively about the pre-school, commenting on how helpful and approachable staff are. They are involved in their child's learning and have regular parent meetings to discuss their child's progress.

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

- ensure that outdoor activities are planned for and taken on a daily basis to promote the good health and well-being of children. 23/12/2016

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

- develop arrangements for monitoring the progress of different groups of children to further identify children who may need additional help or where the provision could be improved further.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, and evidence of the suitability of staff working in the pre-school. The inspector also discussed the pre-school's self-evaluation.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager is generally secure in her understanding of the early years foundation stage. Even so, when the outdoor area was not available, she was not proactive in ensuring that outdoor activities continued to be planned and taken daily in order to support children's health and well-being. Despite this, self-evaluation is used effectively to help identify any areas for development. She seeks the views of staff, parents and children and makes improvements accordingly. The arrangements for safeguarding are effective. Well-qualified staff are suitably deployed to support and supervise children and appropriate adult-to-child ratios are maintained. Recruitment procedures are robust. These include suitability checks for all staff, volunteers and committee members. Confidential information is stored appropriately and staff understand their obligations with regards to data protection. Regular supervision arrangements help to ensure staff are confident with their roles and responsibilities. Furthermore, staff undertake regular training to help improve their knowledge and teaching skills further. The manager tracks the progress of individual children. However, systems to monitor the progress of different groups of children are still in their infancy. Therefore, analysis of the impact that teaching is having on the progress of different groups of children, is not yet effective.

Quality of teaching, learning and assessment is good

Staff have strong teaching skills overall and interact with children effectively. Children have access to toys, equipment and resources indoors that reflect their interests. Children independently make choices about what they want to play with. For example, when staff set up activities they deliberately leave one table clear for children to choose what to put out. Staff regularly observe children as they play and assess children's progress accurately. They support children's developing communication skills using effective teaching strategies. They model language, repeat new words and extend sentences using descriptive language.

Personal development, behaviour and welfare require improvement

Children are given the opportunity to develop their physical skills through occasional parachute play and music and movement sessions indoors. Staff occasionally take children for walks. However, the lack of consistent planning for time outdoors means that children do not have daily access to fresh air in a stimulating outdoor environment. Overall, children's behaviour is good. Staff give clear and consistent reminders, helping children to understand the rules of the setting. Children follow stringent hygiene procedures and develop their self-care skills as they serve themselves snack. They 'vote' for their favourite story at the end of the session, learning to respect others opinions.

Outcomes for children are good

Children make good progress in their learning, including those in receipt of funding. They are acquiring some valuable skills they need in readiness for school. They learn to count and identify shapes and colours. Children also learn to share, take turns and how to work together.

Setting details

Unique reference number	EY387068
Local authority	Lancashire
Inspection number	1079799
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Little Angels Community Pre-School Committee
Registered person unique reference number	RP528689
Date of previous inspection	15 April 2013
Telephone number	07443866169

Little Angels Community Pre-School was registered in 2009. The premises are situated in St Michael's Church Hall in the Ashton area of Preston in Lancashire. The pre-school operates from 9am to midday, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. There are four staff employed to work directly with the children and all staff have a childcare qualification at level 3.

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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