

# Little Angels

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



## Inspection date

Previous inspection date

14 February 2017

10 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The provider and manager aspire to improve. They have taken positive steps to address the actions raised at the last inspection. Regular supervision meetings with staff are focused on developing and supporting staff to further improve practice. The key-person system is effective in promoting continuity for children during staff changes.
- Partnerships with parents are good. Parents are involved in every aspect of children's learning and development. Staff share ideas of how parents can support children's ongoing progress at home and value parents' contributions of their children's achievements.
- Staff establish good partnerships with other professionals to promote continuity and consistency in children's care and learning, especially when they move to school.
- Staff are good role models for children. They help children to manage their behaviour and promote a positive environment of mutual trust and respect. Children's efforts are highly valued. This helps to develop their confidence and self-esteem.
- Children build secure emotional attachments with their key person. They demonstrate that they feel safe and secure, such as when they seek out staff for a cuddle should they feel unsettled.

### It is not yet outstanding because:

- Sometimes during small-group activities, some staff do not recognise when to adjust their teaching strategy so that all children are included.

## What the setting needs to do to improve further

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

- support staff to understand when and how to adapt teaching strategies, so that during small-group activities all children are included.

### 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 with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff thoroughly understand their role to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. The provider implements effective recruitment procedures to help ensure only suitable adults work with the children. The manager makes effective use of regular supervision meetings with staff to review their practice and identify how to support their continued professional development. For example, staff are accessing training to further improve support for communication and language development. The manager has effective systems in place to review children's individual progress and that of the different groups of children that attend. Together with the views of parents, she uses this information to identify areas to improve as part of the pre-school's ongoing self-evaluation. Additional funds the pre-school receives, such as early years pupil premium, are used effectively.

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

The quality of teaching is good. Staff know the children well and plan effectively to support their emerging interests. Staff provide children with good opportunities to talk about what they know. For example, children confidently discuss the use of tin foil when baking cakes. They use foil to apply paint to paper and explore how colours change when mixed together. Staff encourage children to test out their ideas of which colours are needed to make pink. Children are interested in writing for themselves. They enjoy forming letters in salt with their finger and they are beginning to recognise letters in their names. Staff incorporate mathematics in activities, such as counting how many children there are at registration and recognising numbers in the environment.

### Personal development, behaviour and welfare are good

Children arrive happily and thoroughly enjoy themselves. They are confident and choose from a wide range of activities indoors and outside. Staff support children's understanding of healthy lifestyles. Children develop good hygiene routines, such as washing their hands before they help to prepare snack. Staff talk to them about where the fruit grows. Children have daily opportunities for more vigorous activities outside. They take turns to pedal tricycles and transport each other. Staff support children's interest in the natural world. They point out the coloured rings on snail shells. Staff encourage children to learn about each other's different customs and beliefs. Children share their skills. For example, they show each other how to use chopsticks.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress given their starting points and capabilities. Children are keen to join in with activities and play cooperatively. Peer friendships are beginning to flourish. Children are developing their ability to listen and concentrate very well. They can follow instructions and are becoming independent in their personal routines. They are acquiring key skills and positive attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	EY299955
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1054223
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Little Angels Partnership
<b>Registered person unique reference number</b>	RP909823
<b>Date of previous inspection</b>	10 June 2016
<b>Telephone number</b>	01733 571238

Little Angels was registered in 2004 and is privately owned. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm, with a lunch club available until 1pm Monday to Thursday, and 9.15am until 3pm on Fridays. A breakfast club is available from 8.30am each day. The pre-school provides funded early education for two-, three- and four-year-old children.

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