

# Angelface Pre-School Breakfast and After School Club

1 Holmshaw Close, Sydenham, London, SE26 4TH



## Inspection date

12 January 2018

Previous inspection date

18 January 2017

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

- Staff support children well to help them build on their mathematical skills. For instance, children observe eagerly to see which toy vehicle comes down the slide the fastest. Staff skilfully introduce children to mathematical language, such as 'first' and 'second'. This helps to prepare children for future learning.
- Staff teach children to take account of the needs of others. For example, when two children want to play with the same magnifying glass, they sensitively support them to share and learn to wait for their turn.
- Staff provide a range of opportunities to help support children's creativity. For example, children enjoy making handprints with paint and making music with pots and pans. They use their imagination well to develop their play transporting pebbles in toy trucks.
- Self-evaluation is effective. The manager plans well for improvements and has successfully met all the actions and recommendations raised at the previous inspection.

### It is not yet outstanding because:

- Staff miss some opportunities to make the best use of their observations of children's emerging interests and to support children's contribution during activities even further.
- Children do not have consistent opportunities to build on their early understanding of the use of technology.

## **What the setting needs to do to improve further**

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

- enhance staff skills further to consistently make the most of their observations of children's emerging interests and to support their contribution during activities even more
- increase opportunities for children to build on their early understanding of the use of technology.

### **Inspection activities**

- The inspector observed children and staff interactions with them.
- The inspector carried out a joint observation with the manager and assessed how she reviews staff practice.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the staff, the provider and manager at appropriate times.

### **Inspector**

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors children's progress regularly to identify any emerging gaps in their learning. She shares information effectively with parents and professionals to help plan accurately for their needs and to help them feel included. Staff use their knowledge and skills from training well, for instance, they provide more activities that are creative for children aged two years. The manager reviews their practice effectively and guides them well to plan for specific groups of children, such as boys and those who need additional support. Arrangements for safeguarding are effective. The manager ensures that the premises and equipment are safe for use by the children. Staff know how to protect children in their care and the manager works in effective partnerships with relevant outside agencies to help ensure children's welfare. Partnerships with schools are good and children transfer smoothly.

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

Staff know how children learn. They provide interesting opportunities to help stimulate their curiosity to learn about the natural world. For example, they help children look under logs for mini-beasts and for worms in the mud. They teach children to identify and name pictures of animals and reptiles, such as hedgehogs and snakes. Staff support children well to answer questions. For example, during a story-reading activity, they ask children what they might take with them if it was raining. Children say they would take an umbrella. Children build on their communication and language skills. Staff provide a range of opportunities to help motivate children to be physically active. For instance, children learn to kick a ball and ride bicycles. They learn to transfer objects, such as pinecones, using tweezers. This helps them to build on their hand-to-eye coordination.

### Personal development, behaviour and welfare are good

Young children settle well and form close emotional bonds with staff. For instance, they happily greet staff who arrive later during the day and they are eager to share their experiences with them. Staff support children well to help them build on their independence. For instance, they teach children to get their wellington boots on by themselves. They acknowledge children's achievements with praise. For example, they say, 'I know you can do it!' Children build confidence in their abilities and develop a positive sense of themselves. They behave well and develop a consistent understanding of the expectations for behaviour. For example, when staff ask them what they need to do with the toys when they finish playing, they say, 'Put it back.'

### Outcomes for children are good

Older children build on their creativity well as they use their imagination to build a 'cave' for the dinosaurs. Young children take baby dolls for a ride in their tricycles. Effective partnerships between staff and parents mean that children benefit from continuity in their learning experiences. For instance, they take their favourite books home to read with their parents. Children make good progress towards next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY427634
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	1083538
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Angel Face Pre-school & Breakfast After School Club Limited
<b>Registered person unique reference number</b>	RP906651
<b>Date of previous inspection</b>	18 January 2017
<b>Telephone number</b>	07943600167

Angelface Pre-School Breakfast and After School Club registered in 2011. It is located in Sydenham, in the London Borough of Lewisham. 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 four staff and they all hold relevant childcare qualifications at level 2 and above.

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