

# Marcham Little Angels (Nursery, Pre-School And After School)

Anson Field, Morland Road, Marcham, Abingdon, OX13 6PY



## Inspection date

13 February 2018

Previous inspection date

6 March 2017

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:

- Management does not consistently identify weaknesses in practice. They do not ensure that staff assess children's progress in their home language when children do not have a strong grasp of English. This risks delaying additional support for children if needed.
- Staff miss opportunities to support children to practise and build on their early writing skills as part of their play activities.
- During colder weather, the building can become rather chilly. Leaders and managers do not identify and address issues fully to keep children warm and comfortable.

### It has the following strengths

- Leaders and managers have made some progress since the last inspection and in the main have addressed the previous actions.
- Children progress well in some areas, particularly their personal, social and emotional development.
- Staff are kind, caring and supportive. Leaders and managers deploy staff effectively during sessions to support children's learning and tend to their care needs successfully.
- Key persons focus well on children's next steps in learning and provide close support to help them achieve.

## 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 when children learning English as an additional language do not have a strong grasp of English, staff assess development in their home language with parents to establish any concerns about language delay. | 13/04/2018 |
|--|------------|

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

- continue to develop self-evaluation processes to identify and address weaknesses in practice, particularly in relation to legal requirements
- extend opportunities for children to use and explore mark-making materials to practise and build on their early writing skills
- review procedures to keep children warm and comfortable during colder weather.

## Inspection activities

- The inspector observed activities indoors in the baby room and pre-school room.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and key persons. The inspector talked to staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, the setting's self-evaluation form and evidence of staff suitability and qualifications.

## Inspector

Gillian Little

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers are aware that support for children learning English as an additional language is an area of weakness and they have several plans in place for improvement. Since the last inspection, they have worked closely with the staff team to develop the quality of teaching, the key-person system and deployment of staff. This has a positive impact on children's learning. Leaders and managers have also improved systems for monitoring and assessing children's progress and identifying areas of weakness. For example, they have developed the staff team's understanding of how to teach mathematics to help children make better progress in this area. Safeguarding is effective. Staff supervise children closely and know what to do if they have concerns about children's welfare.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not explore fully the communication and language development of children learning English as an additional language to meet their needs more successfully. Nevertheless, they model language well to all children and encourage them to engage in discussions to help them communicate their ideas and feelings. Leaders, managers and staff share information about children's progress with parents and encourage them to support their children's learning at home. They also work closely with other settings that children attend or to which they will transfer, to provide continuity in their care and learning.

### **Personal development, behaviour and welfare are good**

Staff help children develop positive relationships and good social skills. For example, they support children to learn to do things for themselves, such as helping to tidy up and pouring drinks at snack time. Staff help children to resolve conflict in a kind and positive way to encourage good behaviour. They encourage children to be respectful towards people who are different from themselves. Staff ensure that children can access drinking water freely and they encourage parents to provide healthy and nutritious meals. They offer regular opportunities for children to enjoy physical exercise and fresh air to support healthy lifestyles.

### **Outcomes for children require improvement**

Children learning English as an additional language do not meet typical levels of development in their communication and language skills. However, they are beginning to catch up with their peers and they make good progress in some areas of their learning. All children engage well in activities, enjoy exploring the play environment and respond well to staff. They develop good levels of confidence and self-motivation to help prepare them for their next steps in learning and for school. Children learn some helpful skills in some areas, such as listening to stories and developing their imaginations.

## Setting details

<b>Unique reference number</b>	EY497428
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1086679
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	The partnership of Helen Corcoran and Kaye Merriman
<b>Registered person unique reference number</b>	RP903912
<b>Date of previous inspection</b>	6 March 2017
<b>Telephone number</b>	01865 819992

Marcham Little Angels (Nursery, Pre-School and After School) registered in 2016 and is open on weekdays from 7.30am until 5.30pm, throughout the year, with the exception of bank holidays and a week at Christmas. It receives funding for the provision of free early education for two-, three- and four-year-old children. The setting employs 13 staff. Of these, nine hold relevant qualifications, including staff who have attained qualifications at level 2 and 3, qualified teacher status and early years professional status.

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