

Little Angels Playschool C.I.C

OSMASTON PARK COMMUNITY CENTRE, Moor Lane, Derby, DE24 9HY



Inspection date	5 July 2018
Previous inspection date	24 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children to make friends at the playschool. Children work well together and are confident in directing their own play, they take turns and listen to each other. They choose resources to add to activities on offer and work together to achieve a task.
- Children with special educational needs and/or disabilities are fully integrated into the playschool. Staff work closely with parents and other professionals. Staff strive to achieve the best possible outcomes for children. One to one support and small group sessions ensure children continue to make good progress in their learning.
- Staff have high expectation of children. They have a good knowledge of children they do key work with and teaching is strong.
- The manager knows all the children well. She has an excellent understanding of the wider community, and she provides many opportunities for parents to find out how their children learn through play. This helps parents to understand what their children know and can do.
- Feedback from parents is positive. They value the regular feedback they receive from staff about their children's progress. Parents feel confident that the information they provide to staff is used to plan for the next steps in their children's development.

It is not yet outstanding because:

- Staff do not always enable children to test out their own theories on how things might work.
- The manager does not make full use of the system used to monitor children's progress. As a result gaps in their learning are not always identified at the earliest opportunity.

What the setting needs to do to improve further

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

- encourage staff to allow children every opportunity to experiment and test out their theories of how things work
- improve use of the monitoring system in place to identify and respond to gaps in children's learning at the earliest opportunity.

Inspection activities

- The inspector observed activities in the playschool room, reception area and the outdoor play area.
- The inspector spoke to the manager, members of staff and children at appropriate times during the day.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspectors looked at children's records, evidence of the suitability of staff working at the playschool and a range of other documentation.

Inspector

Diane Stone

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have an excellent understanding of their roles and responsibilities and children in their care are safe. The staff team work well with external agencies. This ensures children and families receive the help they need, so that children make good progress. The manager holds frequent one-to-one meetings with staff to discuss their professional development. She ensures on-going training is given a high priority. Staff recruitment is robust and ensures those working with children are suitable. Early Years Pupil Premium funding is used well to promote children's development. For example, it has been used to provide activity bags which promote different areas of learning. Parents are able to borrow these resources to use with their children at home to further support what their children are learning at playschool.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They encourage children to explore and persevere in their play. They talk to children, and are interested in what they say. Staff support children with special educational needs and/or disabilities to develop the skills they need to communicate, express their needs and take part in all activities. Staff reinforce the words children say, and use hand signals to support children's understanding of language and communication. A large group of children enjoyed a singing session. Older children enthusiastically joined in and performed the actions to the songs. Staff supported younger children so they could be part of the group while engaging in activities of their choice. Staff give children lots of opportunities to practice their physical skills. For example, in the outdoor area younger children used their feet to push themselves along on ride on toys. Older children confidently kicked small balls to each other.

Personal development, behaviour and welfare are outstanding

Children have very good relationships with staff and are developing excellent attitudes to learning. Staff provide a warm, welcoming and stimulating environment. Outdoor learning is included as part of the children's everyday routine. Children are able to access to a wide variety of resources and activities and are keen to enhance their own play experiences. During one activity, children worked together to make a plastic frame. They then experimented with different lengths of material to transform it into a den. Staff encourage children to manage their own needs and independently access their own drinks. Staff support children to eat healthily and promote the inclusion of fruit and vegetables in their diet. The playschool has formed excellent links with local shops who provide a variety of different foods for the parents to take home and try with their children.

Outcomes for children are good

Most children make good progress while at playschool. Plans are in place to support children who may be at risk of not meeting typical levels of development. Children are well prepared for the next stage in learning and are developing the keys skills for starting school. For example, older children are starting to recognise the initial letter sound of words and numbers up to ten.

Setting details

Unique reference number	EY471706
Local authority	Derby, City of
Inspection number	1140745
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	47
Name of registered person	Little Angels Playschool C.I.C
Registered person unique reference number	RP533242
Date of previous inspection	24 March 2015
Telephone number	07967304311

Little Angels Playschool C.I.C. was registered in 2013. It operates from Osmaston Park Community Centre, Derby. The playschool employs seven members of childcare staff, all of which hold an appropriate early years qualification, one at level 5, five at level 3, and one at level 2. The playschool opens term time only, from Monday to Friday, 8.30am until 12.15pm, and from 12.45pm until 4.00pm, and operates a lunch club from 12.15pm to 12.45pm. The playschool provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

