

Inspection of Angels Pre-School

The Scout Hut, The Green, Wraysbury, STAINES-UPON-THAMES, Middlesex TW19 5NA

Inspection date: 4 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are active and motivated learners. They have access to a wide variety of toys and resources that reflect the rich diversity of the setting. For example, through multi-cultural toys and books, children develop an awareness of similarities and differences between people. Children show that they feel safe and secure at the nursery. They move around the indoor and outdoor areas freely and happily. Children develop close attachments with staff, who are kind, caring and approachable. Staff give children lots of praise and encouragement that supports children's emotional well-being effectively.

Children are eager to show their skills. For example, on arrival, they locate their name card and place it on a board, indicating how they are feeling. Children's feelings and emotions are recognised as they are given opportunities to discuss how they are feeling. They are highly creative and rise to challenges set by the staff. Children paint intricate pictures of real fruit and are very proud of their creations. They also have great fun as they manipulate dough by squashing, squeezing and rolling it. This helps to promote their small muscles in readiness for developing further skills, such as pencil control.

What does the early years setting do well and what does it need to do better?

- Staff give priority to children's personal, social and emotional well-being. For example, children learn to put on and take off their coats and wellington boots to play outside. The children know routines well. Staff promote children's health well. Children learn about the importance of healthy eating and good oral hygiene. Children are very independent in their self-care, remembering to wash their hands after toileting and before eating.
- There are close partnerships with parents. Parents speak highly of staff and feel well supported, including during the COVID-19 pandemic. The manager and staff have devised new ways for parents and children to send in videos to share on the setting's social media page. Staff communicate with parents in various ways to engage them in their children's learning and development. The strong partnerships between parents and staff have a positive impact on children's development. However, staff do not involve parents in the initial assessments when their children start. This means staff do not plan as precisely as possible for children's learning from the outset.
- Staff are successful in incorporating numbers and simple mathematical concepts, such as addition and subtraction, into everyday play-based activities. For example, children count out the number of plates and cups they need for snack time and draw numbers in the air with ribbons.
- Support for children with special educational needs and/or disabilities (SEND) is a strength at this setting. Staff work very well with parents and professionals,

such as physiotherapists and speech and language therapists. This helps them to implement specific strategies to help children make the best possible progress. Gaps in children's learning are closing and they are prepared well to move on to school.

- Children develop good language skills. They regularly hear words and repetitive phrases, for example, through rhymes and singing songs. Most children listen to stories being read and join in with repeated refrains. However, staff do not always adapt their teaching to maintain children's listening and attention during group activities, such as story time and before going home. As a result, some children lose focus and become distracted.
- Staff provide many opportunities for children to be physically active. Although the on-site outside space is out of use due to refurbishments, the staff ensure that children access outdoor spaces adjacent to the setting daily. Children gleefully hold each other's hands as they run across the green to find the wooded area with the willow tree. Staff use this area very well to support children to learn about nature and how things change over time. Children look in awe at a spider inside a daffodil, and discuss that the buds appearing on the willow tree indicate that spring is nearly here.
- The manager and staff have a good vision for the setting and offer an inclusive environment for all children. For example, they have reviewed the provision for two-year-old children to provide a quiet area where they can relax on cushions and select books to share with their friends.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the internal and local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The premises are secure so that children cannot leave unsupervised, and unwanted visitors cannot gain access. Risk assessment is effective and staff identify and successfully minimise potential risks indoors and outdoors.

What does the setting need to do to improve?

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

- gather more detailed information from parents about their children's starting points on entry, to further inform the initial assessment and planning of learning from the outset
- review the organisation and structure of group times to take into consideration the age ranges and individual needs of the children present, to enhance learning opportunities to the highest level.

Setting details

Unique reference number	EY376153
Local authority	Windsor and Maidenhead
Inspection number	10228469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	34
Name of registered person	Angels Pre-School Ltd
Registered person unique reference number	RP535300
Telephone number	07944 848347
Date of previous inspection	26 September 2016

Information about this early years setting

Angels Pre-School registered in 2008. It operates from Wraysbury Community Hall (Scout Hut) on the outskirts of Windsor, Berkshire. The pre-school is open Monday to Friday during term time from 9am to 3pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. Seven staff work with the children, of whom the manager holds a level 6 qualification in early years education and a further five staff hold a relevant early years childcare qualification at level 3.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and she explained what activities are on offer for children.
- Children talked to the inspector at various times throughout the inspection and she took account of their views.
- Discussions were held between the inspector and parents. The inspector also viewed written feedback provided by parents during the inspection. She took account of all views.
- The inspector spoke to staff and the manager. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The inspector held discussions with the manager about her leadership and management. They discussed several aspects, including the process of self-evaluation, plans for continual improvement and staff supervision.

We carried out this inspection 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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