

Inspection of Little Angels Preschool

5 Silcock Street, Golborne, WARRINGTON WA3 3DG

Inspection date: 13 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy, content and confident. They clearly demonstrate their enjoyment as they engage in the activities provided. Children show impressive levels of concentration and perseverance as they master and consolidate their skills. For example, they try to open and close an umbrella independently following the sensitive instructions and encouragement given by staff. Children are warmly praised for their efforts and achievements, which helps to develop their self-assurance and raise their self-esteem.

Staff have high expectations of children, in particular their behaviour. Children benefit from calm, clear and consistent messages. They understand that a sand timer indicates the end of their turn and skilfully use these in their play as they develop their self-regulation skills and understanding.

During the COVID-19 pandemic, staff recognised the importance of maintaining relationships with children to ensure their emotional security and overall well-being. They thoughtfully recorded special videos for children where they read their favourite stories and shared activity ideas and games. This had an instrumental impact on children's smooth transitions back into the pre-school. Furthermore, staff have carefully focused their recent teaching on supporting children's communication skills and social interactions. As a result, children are becoming skilful and confident communicators. They play collaboratively together in this extremely warm, welcoming and nurturing environment.

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

- Overall, children benefit from a broad, balanced and interesting curriculum. Staff gather pertinent information in close collaboration with parents about children's likes and interests and use this to inform planning. Leaders confidently articulate what it is that they want children to learn during their time at the pre-school. However, not all staff fully understand the knowledge and skills that children need to learn from the range of activities provided and how they contribute to children's learning and development.
- Staff know the children extremely well and talk about them with an abundance of affection. They playfully interact with children and are enthusiastic in their approach. This captures children's interests and engages them purposefully in their learning. However, occasionally, staff do not make the most of spontaneous opportunities to challenge and extend children's understanding even further.
- Children thoroughly enjoy spending time outdoors. They plant flowers, fill containers in the mud kitchen and create sandcastles. Children use transport toys soaked in water to make tracks on the ground, testing out their ideas. They

balance on beams and use magnifying glasses to explore and investigate. These exciting activities help children to make good progress in their learning and develop essential skills for the future.

- Excellent consideration is given to children's emotional well-being. Staff have created safe, quiet and cosy spaces that children can retreat to if they need time to relax and calm themselves. Staff encourage mindfulness as they model how to 'smell the flowers' and 'blow out the candles'. These breathing exercises provide children with the strategies they need to help them to regulate their feelings and emotions. Regular discussions about how children are feeling help them to develop empathy for others. For example, staff ask children what makes them happy and why they think their friend is sad.
- Children with special educational needs and/or disabilities receive highly tailored support. Knowledgeable and passionate staff provide carefully considered, personalised support that is regularly reviewed and continuously shared with parents. Furthermore, robust partnership working with other professionals helps to ensure that children truly excel from their starting points.
- Partnerships with parents are extremely strong. Parents speak very highly of the pre-school. They form trusting relationships with staff, who are very supportive and listen and help them wherever possible. Parents affectionately describe how much progress their children have made since attending and attribute this to the relentless efforts of the devoted staff team.
- Leaders are passionate and committed in their determination to provide high-quality care and education. They successfully lead a very dedicated team of staff who continuously support and encourage each other. Staff benefit from regular and purposeful supervision meetings. They engage in reflective practice and attend a wealth of training that has a hugely positive impact on outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of the pre-school's safeguarding procedures. They confidently explain how they would identify possible signs and symptoms of neglect and abuse. Staff are fully aware of the procedure to follow should they have concerns about a child's welfare or the practice or conduct of a colleague. Leaders ensure that staff maintain their knowledge and skills by providing regular training. Furthermore, leaders continually check staff's understanding through frequent discussions and questioning. The designated safeguarding officer has an excellent understanding of risk and how to ensure that children who may need additional help are swiftly identified and supported.

What does the setting need to do to improve?

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

- build on staff's knowledge of the curriculum intent so that they are clear on what knowledge and skills they want children to gain from all experiences
- strengthen staff's ability to successfully extend and challenge children's learning and understanding during child-led play.

Setting details

Unique reference number	EY461994
Local authority	Wigan
Inspection number	10232436
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	62
Number of children on roll	102
Name of registered person	Little Angels (NorthWest) Limited
Registered person unique reference number	RP530034
Telephone number	01942777616
Date of previous inspection	13 November 2017

Information about this early years setting

Little Angels Preschool registered in 2013. The pre-school employs 11 members of childcare staff, including the provider. Of these, one holds an appropriate early years qualification at level 6, and six staff hold qualifications at level 3. The pre-school opens all year round from 7.15am to 6pm, Monday to Friday. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- This was the first routine inspection the pre-school 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 her evaluation of the pre-school.
- Discussions were held with parents, the provider, the manager and children at appropriate times throughout the inspection.
- A learning walk took place with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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