

# Inspection of Little Angels Preschool and LA Activity Camp

Meriden Church of England Primary School, Fillongley Road, Meriden, Coventry CV7  
7LW

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Inspection date: 20 June 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children's good health and safety are promoted appropriately in the environment created by staff. However, a requirement to provide a separate room for children aged under two years is not being met. Staff are not providing enough activities in one playroom to meet the different learning needs of children aged from one to four years. The quality of teaching is variable across the staff team. Staff do not fully support children in leading their own learning. That said, children who have special educational needs and/or disabilities make steady progress and staff ensure that they receive any additional support that they need.

Children are happy and settled. Relationships between children and staff are positive, and children behave well. Friendships have formed between some of the older children, and they make decisions together about what they want to play with. Young children are learning to take turns and share. Children's care needs are appropriately met. Staff are fully aware of dietary needs and ensure that children do not eat any food that would be harmful to their health. Children are physically active in the outdoor area every day and enjoy moving to music.

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

- The provider and manager make sure that staff-to-child ratio requirements are being met and that floor space is sufficient for the number of children attending at any one time. Consequently, children's safety is addressed satisfactorily, even though a separate baby room for children under the age of two is not provided.
- Staff observe, assess children's level of development and plan for what they intend children to learn next. However, they do not use this knowledge well enough to challenge every child effectively in accordance with what they already know and can do, so that every child makes the best possible progress. Some staff do not see the learning potential in the activities and resources they provide for children and do not support children in exploring, investigating and finding things out for themselves. However, children are developing the necessary skills that help them to be ready for the move on to the next stage in their education.
- Most of the older children speak clearly and confidently with staff and with their friends. Staff identify appropriate teaching strategies to help young children progress from making sounds, to saying single words and then succeeding in putting words together. They interpret the needs of babies through the babies' non-verbal forms of communication. However, there are occasions when some staff do not give younger children time to consider how to respond and then put their thoughts into words when talking with them and asking them questions.
- Children who speak English as an additional language are not supported well enough in learning to speak English or in using their home languages while they

play. They use gestures to communicate their needs with staff, such as when they need to use the toilet, but these children find it difficult to communicate with and build relationships with other children.

- Children gain physical skills while climbing, sliding and riding on toys in the outdoor play area. They paint and make marks with chalks on easels, which encourages babies and very young children to practise large-muscle movements that lead to the development of their handling skills.
- Staff support children's mathematical development well. They encourage children to count and name colours and shapes while they play.
- Children enjoy looking at books and staff link activities to their favourite stories, such as making porridge for the three bears. Staff encourage children to recognise the change while they mix ingredients during cold cooking activities.
- Parents share positive views about the provision. They say that staff are caring and friendly. They are happy with arrangements for sharing information.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and manager are the designated leads for safeguarding in the setting and they keep their safeguarding knowledge up to date. They ensure that all staff are aware of their responsibilities to safeguard children. Staff know the signs of abuse and neglect and the referral procedures to follow if they have a concern. They are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. Procedures for recruitment and selection meet requirements. The premises are safe and secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
provide a separate baby room for children under the age of two	29/07/2022
provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home, while ensuring they have sufficient opportunities to learn and reach a good standard in English	29/07/2022

<p>make sure that supervision of staff is successful in providing guidance and training to ensure activities are continually adapted to meet children's different learning needs and children have opportunities to learn through exploring, investigating and developing their own ideas.</p>	<p>29/07/2022</p>
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**To further improve the quality of the early years provision, the provider should:**

- give children time to think and put their thought into words in conversation and when questions are asked of them.

## Setting details

<b>Unique reference number</b>	2596319
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10242751
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Platt, Rachel
<b>Registered person unique reference number</b>	RP562356
<b>Telephone number</b>	07394 984233
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Angels Preschool and LA Activity Camp registered in 2020. The provision operates from premises within Meriden Church of England Primary School. The pre-school employs 10 members of staff, of whom, five hold appropriate qualifications ranging from level 2 to level 4. The pre-school operates from 7.30am to 5.30 pm, Monday to Friday, excluding bank holidays and the Christmas holiday period. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Burnet

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views about the provision.

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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