

# Inspection of Holy Angels Pre-School

Holy Angels Preschool, Our Lady Of The Angels Catholic Primary School,  
Queensway, Torquay, Devon TQ2 6DB

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Inspection date: 16 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children positively flourish in this exceptional setting. The highly experienced manager and her dedicated, knowledgeable staff have created a successful curriculum which fully supports children's learning and development. Staff engage with parents when children first start at the pre-school to determine their starting points. They use effective assessments to plan for children's next steps. Staff promptly identify children with additional needs and provide excellent support for children with special educational needs and/or disabilities (SEND). They have a very inclusive approach and are fully committed to enabling the best possible outcomes for the children who attend. All children make excellent progress.

Children are highly motivated, curious and eager to explore the wealth of enticing activities on offer. They are wonderfully supported to use their imaginations, consider solutions and persist at activities of their choosing. For example, children suggest that they can build a higher tower if they make sure the bricks are properly balanced.

The caring staff have the highest respect for the children and consistently put their well-being at the centre of everything they do. Children form strong bonds with the staff and show high levels of care and concern for their friends. They delight in taking turns as they play games together. Children cooperate with one another without prompts. For instance, they step aside when navigating log walkways to allow their friends to pass by safely.

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

- The manager tirelessly leads her staff to continually reflect on the environment they provide for the children to ensure it best meets their needs. They identify areas for development and implement changes to the provision. For example, they introduced challenging climbing equipment to support children's physical development and a cosy area for children to go for quiet time and relaxation. Staff access highly effective training and supervision to build on their knowledge and understanding of how children learn. Teaching is of a consistently high standard.
- Children's communication and language is skilfully supported. Staff ask children questions and give them time to think and respond. When children experience difficulties in their speech and language, staff use highly effective strategies to help them. The manager has a deep understanding of intervention programmes they can use before children have access to other agencies, such as speech and language therapists. Parents report on the excellent progress their children make with this structured support in place.
- Children have access to plenty of books throughout the setting, which they

enjoy sharing with staff. They make effective use of information books. For instance, children identify pictures of dinosaurs that match with toy ones and talk about their features. Staff use traditional stories, such as 'Cinderella', to teach children important values. Children learn not to discriminate, to respect others and the importance of kindness.

- Staff give consistent reinforcement of the expectations and rules in place to keep children safe. For example, children learn to respond to the words 'sticky fingers' while at forest school. Children learn that this means to stop what they are doing and return to the circle as a group. Children demonstrate high levels of self-control. When children with SEND struggle to regulate their behaviour, staff understand their frustrations and give them compassionate reassurance to support them. This helps children to feel safe and secure.
- Children delight in dancing and singing along with the enthusiastic staff. They frequently enjoy moving their bodies as they play their favourite song, 'Gummy Bear'. They learn about the effects of exercise on their bodies and then take part in relaxation time, recalling the names of the different colours of the rainbow. They calmly follow the routine, taking turns to wash their hands before they find their own lunch boxes. Children show high levels of independence. For example, they thoroughly enjoy the role of 'snack helper' as they prepare snack for everyone, using knives to spread butter on bread.
- Parents report on how well staff support their children, saying they 'go above and beyond' for their children. They praise the setting for the wonderful experiences it offers their children. Parents of children with SEND have a deep appreciation for the difference the setting makes to their children. They feel very well informed about their children's progress. Staff support parents extremely well to provide consistent learning opportunities for their children at home.
- The manager works closely with other professionals involved in children's learning and development. She makes very effective use of additional funding to provide extra sessions for children from disadvantaged backgrounds. This maximises opportunities for children to engage in the high-quality provision on offer and gives them secure foundations for later learning.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture for ensuring that the children's safety and well-being is prioritised in the setting. All staff are well trained and confident in identifying any concerns that a child may be at risk from harm, and they know how to report this. The manager fully understands her duty of care and works closely with other services to safeguard children. Recruitment processes are robust to ensure the suitability of staff. Staff have an effective procedure in place to ensure children are safe while at forest school, and children learn to manage risks to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY425658
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10072148
<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>	2 to 7
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Holy Angels Pre-School Committee
<b>Registered person unique reference number</b>	RP522029
<b>Telephone number</b>	01803 613095
<b>Date of previous inspection</b>	6 November 2015

## Information about this early years setting

Holy Angels Pre-school registered in 1992. They have their own designated area within Our Lady Of The Angels Catholic Primary School, Torquay, with access to a secure outside play area and a forest school on site. The pre-school is open Monday to Friday, from 7.15am until 5.15pm, term time only. The pre-school receives funding for the provision of free early education for children aged two-, three- and four- years-old. There are eight members of staff working with the children. The manager has early years professional status and six staff hold relevant childcare qualifications at level 3.

## Information about this inspection

**Inspector**  
Den Russell

## 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 the inspector went on a learning walk across all areas of the pre-school and discussed how the early years provision and curriculum is organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children, parents and staff throughout the inspection to gather their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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