

Inspection of Little Angels Pre-School Ltd Swadlincote

Old Post Centre, High Street, Newhall, SWADLINCOTE, Derbyshire DE11 0HX

Inspection date: 10 January 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not identify gaps in staff's safeguarding knowledge. They do not use supervision meetings to check staff's understanding of safeguarding. Some staff do not have a secure enough knowledge of local safeguarding concerns, including 'Prevent' duty and county lines. Therefore, they are unable to follow the correct referral procedures to gain the support children may require to keep them safe.

Despite this, children settle quickly and are eager to play. The pre-school is well equipped with a wide variety of toys and resources to promote children's learning and development. Children play with their friends and engage happily in activities. Staff are encouraging, approachable and have high expectations of children's behaviour. Children form secure relationships with staff.

Children's physical development is promoted well. They have plenty of opportunities to practise their small- and large-muscle skills. Children skilfully thread pipe cleaners through the holes of a colander and use scissors to cut out different shapes. They have daily access to fresh air in the pre-school's garden, which provides a wealth of equipment for children to explore. Children enjoy riding bicycles and scooters to develop their stability and pedalling skills. Staff introduce a traffic-light game, and children watch carefully for when to 'stop', 'get ready' or 'go'. Children start and stop with ease and show pride when staff praise them.

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

- Leaders have not developed mechanisms for checking staff's knowledge of safeguarding issues. They are not aware of what staff do and do not know, and therefore do not provide them with suitable training and development opportunities. Some staff are not up to date with the 'Prevent' duty guidance and cannot identify signs that children may be at risk of exposure to extreme views or county lines.
- Staff understand children's capabilities well. They use regular assessments of children's learning to inform their planning and children's next steps. Staff quickly identify gaps in children's development and put interventions or additional support in place for these children. All children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Staff work closely with parents and external agencies to promote the best outcomes for children with SEND. They hold regular meetings with parents to discuss children's targets from other professionals and identify their next steps. Staff plan targeted support for children with SEND and for those who require additional support, such as activities to develop their attention span.
- Staff provide a range of engaging activities that cater to children's individual needs and interests. However, they do not consistently organise larger group

activities effectively. Staff get out an interactive globe that shows video clips about animals from all over the world. Children show excitement and intrigue as they gather around to learn. However, they must wait a long time to have a turn and grow bored. Some children lose focus and wander off to play elsewhere.

- Staff model a wide range of vocabulary and spend a lot of time talking to children. Children chat away happily throughout the day and try out new words and phrases they have learned. 'Let's get on with it then!', they exclaim as they delve into play. Parents comment that they are thrilled by the progress in their children's language and vocabulary.
- Staff promote a love of reading. They read stories animatedly and introduce props to keep children engaged. Children roar with laughter as staff pretend to be characters from stories they have read. They recall the characters and plot as they discuss different fairy tales.
- Staff regularly take children out on local walks and to play in nearby parks. They offer children a wide range of role-play opportunities, including people who help us, such as vets and builders. Staff organise a summer day out and invite parents to join. Children develop an understanding of their local community.
- Parents feel that staff are communicative and support them well. Staff have recently introduced weekly emails to parents, which contain pictures and information about the week's learning. Staff comment that many parents engage positively with these emails and reply to share children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not fulfil all their key responsibilities in relation to safeguarding children. The monitoring of staff knowledge is not effective. Some staff are not familiar with 'Prevent' duty and county lines. Nevertheless, staff do know the indicators that children may be at risk from the main types of abuse and recognise the signs and symptoms of abuse. They know the policies and procedures for identifying, recording and reporting these concerns to the relevant bodies. Staff have risk assessments in place for the premises and outings. They encourage children to help keep themselves safe by teaching them about road safety and talking to them about trip hazards at tidy-up time.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure all staff understand and have up-to-date knowledge of safeguarding practice and procedures, including county lines and 'Prevent' duty	07/02/2023
provide staff with ongoing coaching and support to identify weaknesses in practice and further develop their skills and knowledge.	07/02/2023

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

- consider how to better organise group activities, to help children remain engaged in their learning.

Setting details

Unique reference number	EY363515
Local authority	Derbyshire
Inspection number	10235152
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Little Angels Pre School (Swadlincote) Limited
Registered person unique reference number	RP535188
Telephone number	07725 571 368
Date of previous inspection	28 February 2017

Information about this early years setting

Little Angels Pre-school Ltd Swadlincote registered in 2007. It is situated in Newhall, Derbyshire. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during school term times. Sessions are from 9am until midday and 12.45pm until 3.45pm, with a lunch club available between these sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It also provides before- and after-school care for school-aged children and a holiday club.

Information about this inspection

Inspector
Vanessa Cuthbert

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 conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed staff and children of all ages throughout the pre-school.
- The inspector held discussions with staff throughout the inspection.
- The inspector spoke to children, to find out about their time at the pre-school.
- A sample of documentation was reviewed, including paediatric first-aid certificates and staff suitability checks.

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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