

# Inspection of Little Angels Childcare

St. Mary of the Angels Catholic Primary School, Rossall Grove, Little Sutton,  
ELLESMERE PORT CH66 1NN

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Inspection date: 17 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy as they enter this warm and friendly pre-school. Staff provide a calm and relaxed atmosphere. This enables children to settle quickly and feel secure in the safe environment. All children are confident as they engage in activities and seek out friendships as they freely play and explore. Staff have established close bonds with the children. They are very knowledgeable about their key children. Staff use assessment well and invest time into getting to know the children. Staff plan activities around children's interests and consider what they need to learn next.

Children behave well. They listen to staff and cooperate during activities. Children focus as they follow instructions during adult-led activities. For example, children practise their pincer grip as they make marks using cotton buds and squeeze pegs onto containers. The children show reliance when they play outside. They can be seen practising their physical skills on tricycles and scooters. At times when children fall or slip, they show motivation and keep on trying as they continue to explore the outdoor space. Children learn the key skills they need to succeed in their lives. Leaders recognise that since the COVID-19 pandemic, some children need a little more support as they learn to share, take turns and develop their social skills. This support is offered calmly and consistently by patient staff.

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

- The passionate management team has devised a creative curriculum that helps children to build on what they already know and can do. A sharp focus is placed on the importance of communication skills. Staff talk to children as they play and introduce words that help to develop their knowledge and understanding. For instance, staff encourage children to recognise how snow and ice change as they melt. As a result, children develop good communication skills.
- Children learn good hygiene routines during their day at the pre-school. They follow daily routines with confidence and show good levels of independence. Children wash their hands and chop their own fruit at snack time. Older children tidy away used bowls and cups without being prompted. Staff encourage and praise children, which promotes their confidence and self-esteem.
- The learning environment is well designed and offers children a wealth of resources to choose from. For example, children play imaginatively in the mud kitchen area. They can be heard announcing that it is a 'restaurant' and to 'be quiet' as they serve cakes to each other. However, sometimes, the structure and organisation of adult-led activities can disrupt children's learning and play. For instance, staff stop activities where children are engaged in discussions about animals and their habitats. Children are then encouraged to tidy up, ready for circle time. This means that some children are not fully engaged as they wait for

activities to begin and end.

- The special educational needs and disabilities coordinator (SENDCo) ensures that effective support is in place for children with special educational needs and/or disabilities to help them make good progress. Children who speak English as an additional language are supported well. Staff use Makaton and visual prompts to help all children with their developing communication skills. The SENDCo acts swiftly to access support and intervention for children. Staff work with parents and other professionals involved to ensure that children thrive and achieve.
- The management team has a good understanding of what the pre-school does well and what it needs to improve. It ensures that the key-person system is effective so that children benefit from consistency of care. Staff receive regular supervision and access a range of training. However, the management team does not always identify clear targets to help all staff to improve their quality of teaching to the highest level.
- Partnership with parents is good. There is good communication, and parents speak highly of the pre-school as they are kept well informed about their children's progress. Staff share ideas with parents about ways they can help to support their children's learning at home. Parents say that the extra learning and support provided have helped their children to make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff demonstrate a secure understanding of how to keep children safe. Staff have a good understanding of the possible indicators of abuse and know how to report their concerns regarding a child's well-being. The management team ensures that staff's knowledge is kept up to date through regular safeguarding training. Staff carry out effective risk assessments and are vigilant about children's safety in the pre-school. Staff are deployed effectively to ensure that all children are closely supervised at all times, including when eating.

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

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

- support staff to enhance the organisation of adult-led activities, to reduce transition time and maximise learning time
- strengthen the use of the supervision process further, to help staff identify clear targets to raise the quality of teaching even higher.

## Setting details

<b>Unique reference number</b>	EY356060
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10263658
<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 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Little Angels Pre-School Partnership
<b>Registered person unique reference number</b>	RP527042
<b>Telephone number</b>	0151 329 3540
<b>Date of previous inspection</b>	9 May 2017

## Information about this early years setting

Little Angels Childcare registered in 2007. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including two at level 2, seven at level 3 and one with early years professional status. The pre-school is open from Monday to Friday all year round. Sessions are from 7.45am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Bonney

## 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 their evaluation of the pre-school.
- The manager led the inspector on a learning walk and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation of the children exploring the outdoor environment.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector held a leadership and management meeting with the management team.
- The inspector spoke with staff and discussed their safeguarding knowledge.

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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