

Inspection of Little Angels Preschool and LA Activity Camp

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

Inspection date: 31 March 2023

Overall effectiveness

Requires improvement

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching at the pre-school is not good enough. Staff do not have a secure knowledge of how to plan and deliver the curriculum. This means that children do not make the best possible progress in their learning. That said, children are generally happy and settled. They form close relationships with the friendly staff team. Children behave well. Staff remind them of the pre-school's rules and to use good manners as they play. They offer children praise, reassurance and cuddles throughout the day. This helps children to feel emotionally secure.

Children confidently explore their surroundings and make choices about their play. They develop hand-to-eye coordination as they thread coloured reels onto string. Staff sit alongside them to offer encouragement and support. Children learn to use tools safely. They carefully cut and make shapes with dough. Staff engage children in thoughtful conversations. They talk about the shapes they make and the colours of the dough. Young children focus as they fill and empty small containers with sand. They build with blocks and push buttons on toys to make them light up and make noise. Pre-school children confidently sit with their friends to eat their lunch. They display good levels of independence. Pre-school children learn to open the lids and packets of items in their lunch box. They manage their personal care and proudly tell staff when they have washed their hands.

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

- After the last inspection, the management team put in place action plans for improvements. They have addressed some of the identified weaknesses. For example, leaders reviewed the layout of the room to ensure that it meets the needs of the youngest children. However, they are yet to ensure that the curriculum is embedded into practice and staff have a secure understanding of what they want children to learn and why.
- Staff make some assessments of children's learning. For example, they complete progress checks for children aged between two and three years. However, staff do not have a secure understanding of the assessment process. Assessments are not always accurate or used effectively to inform planning for what children need to learn next. Although staff have some ideas for children's next steps in learning, they are not precise enough to meet the needs of all the children who attend.
- Staff request some information from parents when children first start at the pre-school. For example, they ask parents about children's likes, interests and care needs. However, staff do not seek enough information about what children already know and can do at home to inform their teaching at the pre-school.
- Partnership with the adjoining school is established as a number of children also

attend the setting in the school. However, staff are yet to find effective ways to share information with the professionals there in order to support a consistent and complementary approach to children's learning.

- Staff form relationships with parents from the start. Staff share information with parents in a range of ways. For example, staff speak to parents at drop-off and collection times, send out newsletters, and add photographs of children's achievement to online learning records. Parents speak positively about their children's time at the pre-school. They comment on the caring staff team, the great communication, and how happy their children are to attend.
- Staff support children with special educational needs and/or disabilities (SEND). They work closely with other professionals and families to ensure that children with SEND make some progress. Additional funding, such as early years pupil premium, is used effectively.
- Staff support children to be physically active indoors and outdoors. Children excitedly move around the room as they dance to music. Staff enthusiastically demonstrate the actions of the songs. Children have fun as they play outside in the pre-school's well-resourced outdoor area. They learn to balance on small beams and to climb on apparatus. Staff take the youngest children out for walks into their community to feed the ducks and watch wildlife.
- Children's good health is supported. Staff encourage children to wash their hands at regular intervals throughout the day. They provide children with a range of healthy snacks. Staff remind children to keep themselves hydrated and to eat the savoury items in their lunch box before any sweet treats.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of how to safeguard children. They keep the doors and gates to the pre-school locked to prevent unauthorised visitors from gaining access. Staff regularly check the toys and equipment to make sure that they are safe and fit for purpose. They attend child protection training to keep their knowledge up to date. Staff are aware of the signs and symptoms of abuse or neglect. They know the procedures to follow should they have any concerns about a child's welfare. Staff know what to do and who to contact should they have a concern about a member of the staff team. Robust vetting and recruiting procedures are in place to ensure that all staff working with children are suitable for their role.

What does the setting need to do to improve?

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

	Due date
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improve the monitoring of staff practice to ensure that they have the necessary knowledge and skills to deliver a purposeful curriculum that meets the needs of all the children who attend	26/04/2023
improve staff's understanding of the assessment process to ensure that assessments are accurate and used effectively to monitor progress and precisely identify what children need to learn next.	26/04/2023

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

- seek information from parents about what children already know and can do at home to inform planning and effectively monitor children's progress from the very beginning
- strengthen partnerships with professionals from other settings that children attend to share information about children's achievements and offer a consistent and complementary approach to their learning.

Setting details

Unique reference number	2596319
Local authority	Solihull
Inspection number	10247482
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	0 to 4
Total number of places	21
Number of children on roll	35
Name of registered person	Platt, Rachel
Registered person unique reference number	RP562356
Telephone number	07394 984233
Date of previous inspection	20 June 2022

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 13 members of staff, of whom eight hold appropriate qualifications ranging from level 2 to level 4. The pre-school operates from 7.30am to 5.30pm, 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

Tina Smith

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the setting.
- 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 the 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 and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector took account of the views of parents through discussion and documentation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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