

Inspection of Little Angels Preschool and LA Activity Camp

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

Inspection date: 1 March 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Leaders have not done enough to make the required improvements to raise the quality of education to a consistently good level. There is an impact on children's behaviour and attitudes to learning because staff do not effectively plan activities that motivate and stimulate children's learning. Staff do not have a good enough understanding of the intent of activities to enable children to successfully achieve their next steps and build on what they know and can already do. There are times throughout the day when activities lack challenge for children. This limits children making the progress that they are capable of and results in them becoming bored and disengaged from their learning.

Despite the weaknesses, staff provide a warm, caring and nurturing approach to help children to feel safe and secure. Staff snuggle with children in the book area to read familiar stories together. When children show that they are feeling upset or sad, staff offer them a reassuring cuddle and talk to them about how they are feeling and model empathy. Children form friendships as they play together in the garden. They explore the sand tray together and make sand shapes using the moulds.

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

- Following the last two inspections, leaders have failed to act on the actions raised to improve the quality of education that children receive. This demonstrates significant weaknesses in the leadership and management of the setting. Managers provide staff with regular supervision meetings to discuss their ongoing professional development. Staff say that they feel supported with their well-being. They keep mandatory training up to date, such as safeguarding and paediatric first aid. However, since their last inspection, they have yet to target their training to raise the quality of education to a consistently good level. Some staff still do not fully understand the intent of activities. This means that the quality of education that children receive is poor, with too little action being taken to bring about improvement.
- Staff do not effectively plan the environment and activities to meet individual children's needs. At times, activities are mundane and lack challenge and stimulation. This results in children's behaviour becoming disruptive as they run around the room and struggle to engage in and focus on their learning.
- Staff identify children's next steps following their ongoing assessments. However, sometimes, these are too broad and do not meet children's individual stages of learning and development. In addition, staff do not recognise the importance of teaching children the necessary skills in preparation for their move on to school.
- Parents share positive feedback about the care that their children receive. Staff communicate well with parents about what their children have been doing

during their time at nursery. Despite the weaknesses in staff practice, they do share some ideas and information with parents so they can support their child's learning at home.

- The nursery's special educational needs coordinator identifies delays in children's development and ensures that appropriate plans are in place. She works in partnership with parents and other professionals to share updates and ensure that referrals are done in a timely manner to support children's needs.
- Staff are vigilant during mealtimes to ensure that children remain safe. They adhere closely to children's dietary requirements and offer a range of healthy foods at snack time, such as fruit and crackers. Staff sit with and supervise children during these times to ensure that they can attend to their needs.
- Children have opportunities to be physically active. They run around the dedicated garden area and hide in the play tunnel. Children build towers with wooden bricks and cheer when they make their one the tallest. They balance along the wooden planks and crates, and giggle as they jump off at the end.
- Staff have a secure understanding of how to keep children safe. They know how to report any concerns they may have about a child's welfare or a person in a position of trust. Staff recognise the potential risks to children and families in the community, and ensure that any concerns are reported to their local safeguarding partners.
- Children have the opportunity to take home a teddy bear so they can share with their friends the different things that they do with the teddy at home with their families. They share pictures of activities that they do at home and when they take the teddy into the local community, such as to visit the dentist or go to the supermarket. This helps to develop children's confidence to share information with others, and their understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
provide training for staff to support their understanding of the intent for activities, to raise the quality of teaching to a consistently good level	30/04/2024

improve staff knowledge of how to identify appropriate and manageable next steps, to help children to make the progress that they are capable of in their learning and development, and support them in their move to school	30/04/2024
implement a stimulating and challenging curriculum that enables children to remain engaged in their learning.	30/04/2024

Setting details

Unique reference number	2596319
Local authority	Solihull
Inspection number	10289656
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	25
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	31 March 2023

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 nine members of staff, of whom five hold appropriate qualifications that range 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. They provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- Staff and children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- 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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