

# Inspection of Little Angels Preschool and LA Activity Camp

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

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Inspection date: 3 July 2024

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

### **The provision is good**

The provider has made significant improvements in the arrangements for learning and development in the pre-school since the last inspection. Staff have received the necessary support to increase their understanding and implementation of the setting's curriculum. This means that children now receive the learning experiences they need to build on their knowledge and skills and make progress in all areas. Children are happy in the pre-school. They build close relationships with staff, who are warm and nurturing towards them. This helps them to feel safe and secure in their care. Children enjoy listening to familiar stories that are read well by staff. Staff build anticipation and use a range of tones and voices, which helps children to engage. They ask questions that encourage children to think and recall what they know. Children are keen to contribute their thoughts and ideas. Babies have fun and give lots of smiles while they follow the actions to their favourite songs, wiggling their fingers and shaking their arms along with enthusiastic staff.

Children access the play resources that interest them and happily include staff in their games. Older children focus while they play together. For example, they lead their play and learning, using their problem-solving skills to build an extended train track and take turns to run their trains along this. Children show positive attitudes and enjoy learning. They behave well and respond positively to staff reminders to use manners and take turns with their friends. Children gain the skills and understanding they need to prepare them for their future learning.

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

- The quality and consistency of teaching in the pre-school has improved. This is because the provider has ensured that staff understand the curriculum intentions and how to implement learning so that children continually build on what they know and can do. Staff use observations to help assess children's learning effectively. This helps them to decide what each child needs to learn next and to tailor their interactions to ensure that children gain the experiences they need.
- Staff gather initial information from parents when children first start, which helps them to settle children into the pre-school. That said, there is scope to gain further details from parents, specifically about children's prior learning, to help them know what children are ready to learn from the outset.
- Communication and language are promoted well in this pre-school. Staff use stories, rhymes and games tailored to encourage babies to use the words they know and build further on their vocabulary. Older children are eager to take a turn to share what they know will happen next in the sequence of a well-known story about a bear. They use a range of descriptive words in their well-structured sentences. Staff include simple signing for children to join in with during stories.
- Children with special educational needs and/or disabilities (SEND) are supported

well. Staff liaise with parents and other professionals to help provide the right support for these children to make progress from their starting points. As a result, children develop further interests, such as sensory experiences with paint and sand, and begin to play short interactive games with adults.

- Children develop their physical skills in a range of ways. They enjoy practising their balance and coordination, riding wheeled toys and walking along planks together. Babies practise walking and using the slide with adult support. Others develop smaller muscles in their hands while using scissors. They learn how to successfully make snips on paper as staff show them how to hold these correctly.
- Staff promote independence consistently well across the pre-school. For example, babies feed themselves and learn to tidy away toys with staff. Older children manage their personal care when they are capable and understand the importance of good hygiene, including when and how to wash their hands. Children competently put on their coats with limited guidance from staff. They receive lots of praise for their efforts and achievements, which helps build their confidence in their abilities.
- The provider has made effective use of the local authority support to make the required improvements. Staff have received specific training to improve their understanding of how to put this knowledge into practice. Continued time and support are needed for staff to more confidently implement the curriculum to enable children to make even more rapid progress.
- Parents are happy with the pre-school. They comment on how well their children have settled and how they enjoy attending. Parents say staff are kind and welcoming. They appreciate the information they receive about their child's care and learning and remark on how they receive ideas of how to help their children at home.

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

- gain further details about children's prior learning from parents when they first start, to help decide what needs to be taught and prepare for their next learning from the outset
- continue the support and guidance for staff to increase their confidence in implementing the curriculum and enable children to make even more rapid progress.

## Setting details

<b>Unique reference number</b>	2596319
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10353039
<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>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Platt, Rachel
<b>Registered person unique reference number</b>	RP562356
<b>Telephone number</b>	07394 984233
<b>Date of previous inspection</b>	1 March 2024

## 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 childcare staff, of whom two hold appropriate childcare qualifications at level 4, four at level 3 and two at level 2. The pre-school opens from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to 4.30pm on Fridays, 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

Suzanne Taylor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

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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