

Angels Pre-School

Inspection report for early years provision

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Inspector Deborah Jacqueline Newbury

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Angels Pre-school was registered in 2008 and is one of two privately owned settings. It operates from Wraysbury Community Hall (Scout Hut), Wraysbury, on the outskirts of Windsor in Berkshire and serves children and families from the local community and surrounding areas. The pre-school utilises the main hall, kitchen, toilets and wash facilities. Children have opportunities for outdoor play. There is an accessible toilet on site and the building is accessed either via steps or a ramp.

The pre-school is open each weekday during term-time from 09.00 to 11.30, with the option of staying for the lunch club, which runs until 12.30. It is registered on the Early Years Register to care for up to 26 children from two to five years. There are currently 25 children on roll. Children can attend for a variety of sessions. The pre-school welcomes children with learning difficulties and/or disabilities as well as those who learn English as an additional language.

A total of four staff work directly with the children; all hold appropriate early years qualifications. The pre-school has developed partnership arrangements with the local primary school.

Overall effectiveness of the early years provision

Children are happy and settled and benefit from the warm, friendly atmosphere that is clearly evident in this setting. The pre-school is a newly registered provision which is becoming established and developing its practice through a reflective and considered approach. Areas for development to improve outcomes for children are being identified although have yet to be implemented. Particular strengths of this setting lie in the positive attitude of staff, good team work and commitment to ensuring all children have an enjoyable experience. Children are supported in making sound progress in their learning and development and their welfare is promoted well in most respects. There is however a weakness in ensuring security of the premises, which impacts on children's overall safety. Staff value the uniqueness of each child and take positive steps to ensure that everyone is fully included.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- gather more information from parents about children's starting points and consider ways of ensuring a regular two-way flow of information with other providers who also deliver the EYFS to children attending this setting to ensure continuity and consistency in their learning
- exploit the mathematical potential of the indoor environment, for example, enabling children to discover things about numbers and calculating through

- practical situations
- support children in using a range of ICT
- continue to investigate ways of building further on the range of resources children can access independently to enable them to develop their ideas and interests.

To fully meet the specific requirements of the EYFS, the registered person must:

- take steps to prevent intruders entering the premises and ensure children cannot leave the premises unsupervised (Safeguarding and promoting children's welfare)

12/12/2008

The leadership and management of the early years provision

The pre-school has now been operating for almost a term. There is no formal system of self-assessment in place as yet although the provision is being monitored and evaluated through discussion and identification of areas for improvement, such as the development of an outdoor area that children can access independently. Children are cared for by a team of adults who are all qualified and who are enthusiastic and well motivated. The importance of ongoing training, both for their own professional development and as a way of improving outcomes for children is recognised by all and they take advantage of the different training opportunities on offer. Staff deployment is good; everyone works together well as a team and is aware of their roles and responsibilities. Consequently, sessions run smoothly.

Required documentation is in place and appropriate written policies and procedures underpin most aspects of the provision. Staff undertake risk assessments and revisit these as necessary. They are vigilant of children and ensure they supervise them carefully. However, the pre-school is currently not meeting one of the specific legal welfare requirements for safeguarding as arrangements for ensuring the security of the premises are ineffective. This places children at risk. Staff have a secure understanding of issues relating to child protection and are aware of the procedures they should follow if they have any concerns. The registered owner ensures the suitability of staff through use of appropriate recruitment, vetting, induction and appraisal procedures.

Staff work closely with parents. They gather important information about children's individual needs to ensure continuity of care although request less detail about children's starting points. Parents meet with their child's key carer each term to discuss progress and agree areas for the next steps in their learning. They are encouraged to share in the life of the pre-school by coming in to help as a parent helper, undertaking a specific activity with children such as cooking or attending social events. Parents speak very favourably about the pre-school and feel they are well informed. Some children attending this pre-school also attend other settings. Arrangements for working in partnership with these other providers to ensure

children benefit from continuity and consistency in their learning and development have yet to be developed.

The quality and standards of the early years provision

Children make sound gains in their learning and development as they move freely around the learning environment and explore the different resources and activities on offer. Staff ensure these have regard for all areas of learning although the range available is not always as wide as possible to support individual learning and enable children to build fully on their interests. Children's personal, social and emotional skills are developing well. They display confidence in their surroundings and are becoming independent in managing their personal needs. They are sociable and friendly towards others. Children are familiar with the daily routine of the session; they are able to explain what will happen next and willingly help to tidy up when requested. Staff do not however, give children warnings ahead of tidy-up time to ensure they have time to finish what they are doing. Children count confidently and some identify written numerals, for instance as they complete number puzzles and search out those pieces they need next. They have less opportunity though to practise their problem solving skills as staff do not sufficiently exploit the mathematical potential of the indoor environment to enable children to discover things about numbers and calculation through practical situations. Children show interest in mark making and enjoy creating pictures using different materials. They recognise their written names as they self-register on arrival at the pre-school and are introduced to a different letter of the alphabet on a weekly basis which enables them to link sounds and letters. Children cook regularly although opportunities for them to explore information, communication technology and develop their skills are limited. All children are supported by a key carer who has responsibility for monitoring their progress and achievements. They undertake observations and use the information gathered to identify the next steps in their learning. Monitoring systems to ensure all areas are covered and there are no gaps are being devised and implemented.

Children learn about safety as practitioners explain and guide them towards acceptable and preferred forms of behaviour. For example, they quickly respond when children get carried away whilst playing at the sand tray and draw their attention to the dangers of spilt sand on the floor or the possibility of it going in someone's eyes if they are too enthusiastic in their explorations. Good use is made of the nearby play park which offers children a wealth of opportunities to improve control of their bodies and develop their skills as they explore the exciting and challenging range of play equipment available. Snack time and the lunch club are sociable occasions as children sit together and chat to one another. The benefits of healthy eating are promoted through discussion and the provision of fruit for snack, which parents supply. Children behave well and develop a positive self-image as staff offer lots of praise and encouragement and act as good role models.

Children with additional needs receive very good levels of support which enables them to achieve and make progress at their own pace. Children learn to value diversity in others and respect different backgrounds and needs; thus helping them to grow up making a positive contribution to society. Staff introduce children to

different festivals, both as a point of interest and as a way of valuing particular ones that individual children may celebrate at home.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.