

Angels Pre-School

Wraysbury Community Hall,, The Green, Wraysbury, STAINES, TW19 5NA

Inspection date	11/10/2012
Previous inspection date	03/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and enjoy their time in the pre-school. They enjoy good relationships with the staff who listen to their interests and ideas, and join in with their play.
- Children make good progress overall in their learning and development. Staff work well to assess children's capabilities and plan for their individual needs.
- Parents have good relationships with staff and are happy with their children's learning

It is not yet outstanding because

- Staff sometimes do not make good use of opportunities to engage children in stimulating discussions.
- Staff do not always promote children's skills for independence effectively.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector made observations of activities indoors, outside and at the local park.
- The inspector talked to staff and parents available on the day.
- The inspector sampled a range of documentation, including children's progress records.
- The inspector held a meeting with the manager.

Inspector

Vicky Wills

Full Report

Information about the setting

Angels Pre-school registered in 2008 and is one of two privately owned settings. It operates from Wraysbury Community Hall (Scout Hut) on the outskirts of Windsor, Berkshire. It serves children and families from the local community and surrounding areas. The pre-school uses the main hall, kitchen, toilets, wash facilities and an outdoor area. Children also take part in visits to the local park. The pre-school is open Monday to Thursday during term-time from 9am to 3pm. Friday sessions are available from 9am until 12 noon with the option of a lunch club, which runs until 12.30pm. The pre-school is registered on the Early Years Register and there are currently 28 children on roll in the early years age range. Children can attend a variety of sessions. The pre-school supports

children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged three and four years. A total of seven staff work directly with the children and all hold appropriate early years qualifications. The pre-school has partnership arrangements in place with local primary schools.

What the setting needs to do to improve further

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

- help children to develop their communication skills further by a) engaging them in stimulating discussions throughout the day, including lunchtime.
- encourage children to extend their skills for independence by a) enabling them to hang up their own coats; b) inviting them to try to put their coats on independently before offering help.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff welcome children into a secure and safe environment where they can develop their own interests and choose who they wish to play with. The children enjoy their time in the pre-school and they have access to a wide range of activities, such as creative puppet making, an inviting imaginative area and large-scale construction. They have access to an outdoor area where they can lead their own play and access the resources they require, as they are easily accessible.

Children make good progress overall in developing their communication and language skills. For example, staff encourage them to listen to stories and predict what might happen next, giving children time to think about their answers. Children enjoy sharing their views in this way. Children learning English as an additional language also progress well with older children within this group showing strong communication skills. Staff talk to all children routinely and ask open-ended questions, such as 'what are you drawing?' or 'what has happened to the grass today?' to encourage children to think and express themselves. Children learn about the approaching winter and show that they understand about day and night, light and dark. However, staff sometimes do not promote discussions effectively, such as during lunchtime when children chat amongst themselves.

Staff develop creative ways to engage different groups to develop specific skills. For

example, staff notice the boys' interest in collecting conkers and therefore introduce this resource into the maths area. As a result, boys thoroughly enjoy using conkers to weigh, measure and sort which extends their mathematical skills. Children are making good progress in their personal, social and emotional development as they receive sensitive support by caring staff who understand that settling into the pre-school takes time and flexibility. Children play well together and show strong co-operation skills. They make good progress in their physical development as they are able to practise different skills on a regular basis. In the outdoor area, they show skill in balancing on blocks and jumping from the bench. At the park, they are able to experience a wider range of large-scale equipment where they extend their skills further.

Staff gain useful information about children's interests and starting points in development through initial meetings with parents. They use this information, together with their own observations, to plan effectively for future learning. This is an improvement since the last inspection and the pre-school has made good progress in this area. As a result, children make good progress overall in their learning and are well prepared for their next stage of development and school. In addition, children with special educational needs and/or disabilities, receive helpful support as soon as they start attending the pre-school as staff quickly assess their needs and capabilities. Staff have daily discussions with parents to provide them with informative feedback about their children's learning and progress. They encourage parents to share their comments about their children's learning at home and to contribute photographs and written comments to children's development files. This approach is successful in engaging parents in their children's education.

The contribution of the early years provision to the well-being of children

Children are happy in the setting and show their enjoyment by exploring the interesting learning environment independently or with adult support. Staff make good use of the available space to support children's all-round development, such as providing large-scale painting activities outdoors.

Children generally develop good skills for independence, such as getting a tissue for their nose when prompted, washing their hands when they have been outside and using the toilet independently. However, staff do not always encourage independence effectively and sometimes do things for children that they can do themselves, such as hanging up coats.

Children receive good support when settling into the pre-school by spending time with familiar staff. Staff encourage children who are new to the pre-school to spend time with their key carer so that they can build close and genuine relationships. Home visits and adapted hours for new children are also effective in helping children to settle. Staff keep parents well informed of how their child is settling in and they work well together to support children's sense of well-being. As a result, children act with confidence in the pre-school, and this develops quickly as staff are familiar and consistent. The children are very keen to take part in all of the activities that are available, some children seek a playmate whilst others play alone. Overall, staff support children who require adult interactions well

and successfully involve them in small group play or sharing a story. Some children engage in self-chosen activities that do not require adult support; however, they stay close by and staff support them where necessary, helping them to feel secure. Children show good levels of behaviour and respond well to daily routines, such as getting ready for an outing.

Children show a good understanding of how to keep themselves safe, such as holding a rope while walking to the park or managing risk on the park equipment. They develop a positive approach to healthy lifestyles through regular exercise and healthy eating. Staff support children's understanding of good nutrition by encouraging them to eat the main part of their lunch, such as their sandwiches, before they have their snacks.

Staff provide very good support to children moving on to school. They provide a photograph book of local teachers, school layouts and uniforms to help children become familiar with their new settings. They also invite teachers from local schools to visit the pre-school so that children can begin to build attachments and feel secure.

The effectiveness of the leadership and management of the early years provision

A successful management structure is effective in monitoring the educational programme and supporting staff development. These processes ensure that children have access to a stimulating curriculum that meets their needs. The manager is building a reflective team of staff who have a shared aim of making sure children are happy in the pre-school. The staff work closely to discuss development and care opportunities and to share good practice with parents to help with home learning. Planning is developing successfully and 'All about me' booklets are building a real sense of children's starting points and what aspirations the staff have for the children. Staff are experienced and have access to a well-trained inclusion officer who is passionate about supporting children's individual development. Children and families receive good support as staff have sensitive conversations around children's development needs. Staff give parents time and space within the pre-school to discuss and ask questions, which leads to effective partnership working.

The provider has a good understanding of their role in safeguarding children as they are able to provide training for all staff, as well as having clear policies and procedures in place. The manager holds meetings with the staff team to give them the opportunity to reflect upon their professional practice and discuss concerns as they arise. The manager ensures all staff are aware of the procedures to follow if they are worried about a child and staff are able to share this knowledge with other colleagues and parents. The manager ensures that suitable staff are available, including familiar and consistent bank staff, to help children to feel safe.

Self-evaluation is developing well on an informal basis across the staff team. The team uses information collated, including the views of parents, to inform their planning, environment layouts and staff deployment. The pre-school has made good progress since

the last inspection, such as improving security at the entrance.

The pre-school works closely with local schools, the local authority development worker, speech and language services and the local inclusion team. These partnerships are successful in identifying and planning for children's individual needs.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY376153
Local authority	Windsor & Maidenhead
Inspection number	815691
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Jane Helen De Cecco
Date of previous inspection	03/12/2008
Telephone number	07944 848347

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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