

# Holy Angels Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY425658
<b>Inspection date</b>	30/09/2011
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Holy Angels Pre-school has been registered since 1992, and moved to new premises in 2011. They have their own designated area within Queensway Primary School with access to a secure outside play area. The pre-school is managed by a voluntary committee. The pre-school is open Monday to Friday from 7.15am until 5.15pm term-time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 42 children from two years to under eight years of age, of these 28 children may be in the early years age group. Children up to the age of 11 years may also attend the before and after school club. It supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are currently 57 children attending the pre-school and 47 children attending the before and after school club.

There are 11 members of staff working with the children and ten have early years qualifications. The manager has gained Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children flourish in an atmosphere where their health, safety and welfare are exceptionally well promoted. Partnerships with parents and others are exemplary and provide an excellent foundation from which children thrive and their individual needs are met. Self-evaluation reflects rigorous monitoring and searching analysis of what the pre-school does well and leads to highly effective practice and continuous improvement. A highly stimulating and welcoming environment overall supports a rich and varied programme of activities for all children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enhance the indoor and outdoor environment with signs, words and numbers that also include examples of children's home language.

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

Excellent measures are in place to ensure children's welfare is safeguarded and they are protected from harm. Clear management responsibilities are established which help ensure child protection and welfare concerns are handled appropriately. Highly effective policies and procedures, as well as extensive recruitment, vetting and induction arrangements, underpin the smooth operation of the pre-school. As a result, staff have an excellent understanding of their roles and responsibilities. All the required documentation is in place and maintained to a high standard. Staff are particularly careful to make sure they have all the information they need to meet children's individual needs. Robust risk assessments and daily checks help to ensure the premises are safe and secure.

The pre-school offers an exciting, vibrant and stimulating atmosphere which is conducive to learning. High quality resources are used exceptionally well to support children's learning. Attractive displays of children's work as well as information for staff and parents decorate the walls, although, there are few examples of words, numbers or children's home language displayed, especially outdoors. Staff have an excellent knowledge of each child's background and needs. They involve parents and effectively help children to learn about and understand the society in which they live.

Children's well-being is significantly enhanced by exceptional organisation and planning for continuous improvement. Management and staff have extremely high expectations and work tirelessly to improve their practice and outcomes for children through a culture of reflective practice. Exceptionally rigorous and varied evaluation processes engage the views of children, parents and staff, as well as, feedback from local authority advisors. A strong emphasis is given to the professional development of staff which ensures the pre-school keeps up-to-date with current childcare practices and continually raises the quality of the staff team. Action plans for further improvement are exciting and challenging. For example, staff have completed Forest Schools training and are in the process of enriching the environment for outdoor learning.

Excellent partnerships are developed with parents and significantly contribute towards how settled and secure children are. Parents are extremely well informed about all aspects of the service provided and the care and learning their children receive. Parents are actively encouraged to be involved in the pre-school which enhances children's experiences and reinforces positive relationships. Parental contributions to children's progress records are welcomed and time is spent sharing information about their interests and next steps for learning. Parents comment on how extremely satisfied they are with the pre-school and the excellent service it provides. The pre-school is highly committed to working in partnership with other settings children attend and other agencies they are involved with. There are well-established channels of communication which successfully achieve positive outcomes, particularly for children with special educational needs. For example, the pre-school discusses the daily routine which helps to achieve continuity between settings. As a result, a child gains confidence

and snack time is enjoyed. Practices within the nursery are inspirational and other settings are encouraged to visit so that they can be shared.

## **The quality and standards of the early years provision and outcomes for children**

Children are highly motivated, interested and engaged in a wide variety of activities that support their learning well in all areas of their development. They arrive confidently and quickly settle to activities of their choosing. They benefit from the range and accessibility of resources, the high ratio of adults to children, effective deployment of staff and the safety and security of the premises. As a result, high levels of independence and confidence develop as children move freely between indoors and outdoors. Children's behaviour is exemplary and they are beginning to show an excellent awareness of responsibility within the setting. Staff are excellent role models and provide children with clear guidance as well as lots of praise and encouragement which boosts their self-esteem. All children show a strong sense of security and feel safe within the setting. Highly effective and sensitive support for children with special educational needs helps them to participate, join in with activities and begin to understand what is expected, such as, not throwing sand and sitting down for snack.

Children experience a broad range of activities which successfully promote their learning in all areas. Assessment through high quality observations is rigorous and the information gained is used effectively to guide the planning. Children play a dynamic role in this process because staff talk to them about their interests and how they would like activities to develop. For example, they use large cardboard boxes to create their own kitchen appliances in the role-play area. Inspirational and innovative support from staff motivates children and helps them to make excellent progress, given their individual starting points and capabilities. Staff expertly extend learning through relaxed conversations as they play. Children count and identify colours as they roll wheels to each other. They sort small figures into different bowls, write labels to indicate how many they have and work out how many more or less they need for different numbers. Whole group storytelling sessions are exceptionally effective. Children excitedly join in and anticipate what happens next. Afterwards they create their own storyboard and model storytelling to others. They draw pictures of the 'Three little pigs' and create models of their house.

The pre-school expertly manages children's health, safety and welfare in order to ensure outstanding outcomes are achieved. Healthy eating is given a strong emphasis and good hygiene habits are consistently encouraged. The daily snack is organised exceptionally well, providing children with opportunities to develop independence, recognise familiar words, count and socialise with others. Children are extremely proud to be the snack monitor and relish the responsibility of helping others. They remind others to wash their hands, help to pour drinks and then carry them to the table. Children work exceptionally well independently and with others showing excellent negotiation and co-operation skills. For example, they work together to build their own pretend house from bricks. They help to

carry them, fix them with wet sand and work out what shape they wanted to make. Some add cushions to create a cosy place to sit. Children respond to challenges with great enthusiasm and flourish in this inspirational pre-school.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met