

# Inspection of Angels Pre School

Martin Street, Leicester LE4 6EU

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Inspection date: 10 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

This pre-school is a wonderful place for children to begin their education. Children's emotional well-being is at the heart of everything. Children are very independent. They confidently find their own name and hang up their coats ready to start the day. Children arrive eager to learn. They greet each other, and learning begins immediately. An individual settling-in process helps children to feel safe and secure. For example, children who need space and time to join in are reassured and their feelings acknowledged. Children choose from a range of activities on offer. Many children here speak English as an additional language. They are supported to learn English through visual aids and translators as they play. Unique support is given to each individual child and family. For example, some children have a flexible timetable to allow for parents to attend appointments, and others need to catch up on time they have missed. This focused support ensures children make excellent progress.

Children's behaviour is exemplary. They remind each other of the rules and staff expectations. They regularly praise each other for their achievements with a clap, a smile or a cuddle. Children benefit from the ambitious curriculum that matches their interests. Children spot opportunities to help their friends. They hold out their hand to help their friends as they attempt to balance. They request paper towels to wipe down the benches, so their friends don't slip or get wet. Staff praise children as they give out equipment, and the children use lovely manners. Children help each other to move around safely when others are riding bicycles. Children listen intently when learning about each other's culture and background. For example, they work together to make salt-dough diva lamps to celebrate Diwali and talk about other festivals.

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

- Staff use every available opportunity to broaden children's experiences. They skilfully help children to develop their knowledge and skills through play. Activities children do enable them to practise and develop skills. For example, children learn about measuring and scales as they make salt dough. They remain focused and, during role play, weigh how heavy foods are. They also use scales outside to compare scoops of water and objects. This enables children to apply what they learn in a variety of ways so that learning is remembered.
- Staff are skilled at using techniques that support children to learn new words quickly. They give lots of opportunity for children to talk. Children are able to practise saying new words and use them in context, demonstrating that they understand their meaning. Staff also learn words in children's home language. This helps children make connections and build confidence. Children who need extra support are quickly identified. Staff effectively work with different agencies

to benefit the children and their families with their language skills.

- Children are supported to become very independent. They persist for sustained periods of time when difficulties occur. They receive praise for their efforts and determination. Staff give children time to have a go themselves and provide focused support for those who need it.
- Children learn to develop healthier lifestyles. Staff recognise that children and their families need more support to prepare healthy meals. Staff hold regular cooking classes to help parents learn how to make healthy food at home. Children understand why it is important to make good choices in their diet. Staff support parents to develop their own language skills during these support groups. This helps parents apply for jobs or develop social networks and support their children at home.
- Children show consistently high levels of cooperation as they play alongside each other. For example, staff encourage children to show their friends how to ride a bicycle. Older children give demonstrations, and staff support them with descriptions in English and their home language, helping children to learn faster. Staff act as excellent role models to promote this way of learning. Children all work together to help each other succeed.
- The manager is highly skilled and knowledgeable. She shows dedication and passion for ensuring children are included and can achieve. Staff are well supported, emotionally and through personalised training programmes. This enables them to develop their practice to the highest level so that they continue to provide excellent outcomes for children.
- The manager refers to the children in her setting as 'her family', and this is exactly how it feels. She holds workshops for families to attend. For example, she offers play sessions so that parents can learn how to help their children at home. The manager produces individual resources for families so that parents and children can learn English alongside their home language. She enables staff, children, parents and other agencies to communicate effectively by translating in meetings and newsletters.
- Parents speak very highly of the setting. Parents particularly like the physical opportunities children have. For example, children play outdoors, riding bicycles and climbing, as many families do not have access to outside space. Parents report routines, and manners taught have a positive impact at home. Parents know what their children have been learning and are grateful for the help and support they receive.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have detailed knowledge and understanding about all aspects of safeguarding. They keep themselves well informed about current issues and local concerns. They know how to spot signs and symptoms of abuse. They recognise the increased risk for vulnerable children and families. Staff understand issues such as county lines, 'cuckooing' and their responsibilities within the 'Prevent' duty. They know how to record and report concerns. They know how to escalate concerns

with the correct agencies. They have a good understanding of their detailed safeguarding policy and procedure. Managers have rigorous processes in place to ensure safe recruitment and ongoing suitability of staff.

## Setting details

<b>Unique reference number</b>	EY477692
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10234010
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Kiddycare Limited
<b>Registered person unique reference number</b>	RP903439
<b>Telephone number</b>	01162661544
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

Angels Pre School registered in 2014 and is located in Leicester. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager who is level 6 qualified. The pre-school opens Monday to Friday, all year round. Sessions are from 7.30am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The managers and the inspector discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff, children and parents during the inspection.
- The manager and inspector carried out joint observations of an activity, indoors and outdoors, together.
- The inspector held discussions with the managers.
- The inspector reviewed a sample of documentation, including the suitability of staff and first-aid qualifications.

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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