



Little Fishes Pre-school (Wombwell) Ltd

Inspection report for early years provision

Unique Reference Number	EY280887
Inspection date	06 June 2006
Inspector	Geneen Yvonne Hulse
Setting Address	Hough Lane, Wombwell, Barnsley, South Yorkshire, S73 0EX
Telephone number	07977 730377
E-mail	
Registered person	Little Fishes Preschool (Wombwell) Ltd
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Fishes Pre-School opened in 2004 and operates from the local church hall in Wombwell, near Barnsley. Children come from the local and surrounding areas.

The pre-school offers sessional care for a maximum of 24 children between two years and five years, Monday to Friday, term time only. Sessions are 09.00 to 11.30 and 13.00 to 15.30, with a lunch club on request 11.30 to 12.45.

There are currently 40 children on roll. Of these, 11 children receive funding for early education. The setting currently supports children with special educational needs and children who speak English as an additional language.

Eight staff work with the children, of these, seven hold appropriate early years qualifications.

Little Fishes Pre-school is managed by a voluntary management committee, made up of members of the local community and church. The setting receives support from the local authority development worker, inclusion services and multicultural diversity team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enthusiastically enjoy a wide variety of activities that contribute to keeping them healthy. They effectively use indoor and outdoor activities on a daily basis to develop their physical skills, enjoying riding bikes, climbing, balancing and playing ball games. Good use of outdoor space allows children to explore in all weathers. Older children talk about needing sun cream and hats when the sun is shining. Children's fine motor development is successfully promoted as they manipulate tools well, such as scissors, pencils, paint dabbers and paint brushes.

Staff create many opportunities for children to talk about being healthy through the use of projects, displays and planned topics. Children are developing an understanding of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They use activities and themes to help children explore what foods are good for them and when asked children know that milk gives them strong bones. Children demonstrate a good understanding of their likes and dislikes, for example, saying what flavour ice cream they like best. They understand their bodies and know when they want a drink, helping themselves to drinks when needed both indoors and out. Children enjoy social snack times where they can sit together and chat. They take turns to give out the milk cartons and offer help to each other to unwrap straws. Staff take into account children's individual dietary needs and plan accordingly.

Children are cared for in a warm, clean environment, where effective methods ensure they develop a good understanding of personal hygiene, such as hand washing before snack and after messy play. Posters and displays around the setting support and remind children of good practice.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised. They move around both indoors and out to develop their independence and learn to keep themselves safe. Children understand not to run indoors and take care when

climbing. Staff talk to the children about keeping safe as part of regular discussions, using topics and themes to consolidate their understanding. Premises are safe and secure as experienced staff effectively monitor all access to the premises.

Children independently make choices of activities from a broad range of easily accessible resources and request anything they cannot see. Well planned areas allow them space to be quiet, use their creativity, extend their imagination and develop their play. Children benefit from daily access to a well resourced outdoor play area, where they can explore and experiment in all weathers. For example, looking for mini beasts, discovering spiders and making a train from stepping stones.

Effective procedures are in place to support good practice and all staff hold current first aid certificates. The staff team are well experienced and demonstrate a good knowledge of child protection procedures and how to keep children safe as they have all completed basic training. They understand their role in protecting children and use this information effectively to promote the children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at pre-school. They make good progress in all areas of development as knowledgeable staff plan activities and experiences that keep children interested and motivated. Staff effectively use of the Curriculum guidance for the foundation stage to provide good quality care and education.

Children are well settled, happy and secure as they enthusiastically undertake a wide range of stimulating activities. They are confident and curious in their surroundings, establishing very good relationships with staff and children alike. Children actively make choices about their play, selecting resources to undertake tasks from the varied and interesting range available. They demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They move between activities, negotiate games, such as racing hoops outdoors and use their imagination to progress simple role plays.

Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions, making changes to the routine as needed. Children are encouraged and supported to extend and try out new skills, such as using the computer. Children receive high levels of support from staff who use observations and their knowledge of the children to build on what they can do to extend activities at the child's own pace. Staff plan in one to one sessions and focused activities with small groups to extend and develop the children's potential.

Nursery Education

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences which challenge and extend them. They use their

imagination very well during role play activities, making up simple stories when building train tracks and playing house. Children show good concentration skills and have free access to tools and materials, such as Lego and Astro stars to construct simple and complex models, creating hats and crowns for each other. They build and design, extending their imagination and their natural creativity using a wide variety of craft materials, such as making rockets and bears from a well resourced junk modelling box. Children are confident speakers and listen intently to each other. They share experiences, talking about home, holidays, family and events with enthusiasm. At group time they happily tell their friends about visits to the park, Skegness and Cleethorpes. Staff listen with interest to what the children say, offering support and suggestions to enhance their experiences.

Children are very confident and engage well with each other and welcome visitors; sharing their achievements and negotiating roles in games. They play well together and alone to enthusiastically progress their ideas; acting out the story of Goldilocks and three bears and negotiating roles with each other. Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others. They enjoy learning about the lives of others through topics, visitors and planned activities. Children are introduced to number and problem solving through daily activities, counting and sorting as part of daily routines, at group time singing and ring games.

Observation systems are in place to effectively monitor children's progress and information from parents completes the picture. Staff complete regular observations and produce individual learning plans for each child, which have achievable goals that aid their progress. Children undertake a good balance of focused and freely chosen activities, with staff responding and making changes to incorporate the children's ideas and suggestions. However, on occasions routines can limit children's access to choices and challenges that will extend them further. Staff demonstrate a secure knowledge of the early learning goals and use this to plan a broad based curriculum to include all areas of learning. They effectively use open ended questions to extend children's language, develop their thinking and value what they say using positive responses. For example, when reading stories staff may use the wrong words, such as Goldilocks and the three pigs to encourage responses and encourage interaction. Attractive and well presented displays of the children's work successfully contribute to promoting their self-esteem.

Helping children make a positive contribution

The provision is good.

Children build strong and respectful relationships with staff and each other. They show good self-esteem, confidently ask questions and actively make choices. Children are warmly welcomed by sensitive staff who value their individuality. They receive praise and encouragement for achievement and attempts, for example, when counting and matching Compare Bears and helping to tidy away. Well planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors, whilst visitors to the group and local walks broadens their

knowledge of the community.

Books, toys and pictures show positive images and children are starting to learn basic sign language to say hello at snack time. Staff and children share their home experiences and cultural differences with each other as part of planned and spontaneous activities. Children with special educational needs are welcomed into the provision and systems are in place with other agencies to ensure the children are cared for according to their needs.

Children's behaviour is very good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment, for example, helping each other carry crash mats together and waiting for a paint brush to water paint outside. Children follow good role models in staff, showing care and consideration for others.

Partnership with parents and carers is good. Staff work consistently to ensure parents are kept well informed about what the children are doing at pre-school. They share information on a daily basis as well as more formal meetings and open weeks, where parents can drop in on sessions. Parents and staff work well together to meet the children's needs. They receive good quality information about the setting and in turn share their knowledge of the children. Staff are in the process of developing systems to show how children progress using the stepping stones to reach the early learning goals. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. The children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Effective organisation and good quality leadership and management of the educational provision ensures that children's care and learning are well supported. Knowledgeable staff demonstrate a consistent understanding of their roles and responsibilities and make certain that all children's individual needs are successfully met. An experienced staff team work well together following effective procedures that monitor and evaluate the provision. The management team support committed staff and ensure they are involved in reviewing practice and adopting new procedures.

The staff demonstrate a high commitment to personal and group training and development to consolidate practices and further enhance the provision. They are required to attend compulsory training sessions and staff appraise the management team to monitor and develop effective organisation. A comprehensive range of policies and procedures are in place to support good practice and offer an effective service; these continue to be reviewed to meet changes to legislation and working practices. The staff team use numerous opportunities to meet together and share information, undertaking short briefings prior to each session to discuss practice, concerns and objectives. They make consistent use of observations and assessments to monitor children's progress and identify gaps in the provision. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to update and review policies and procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop more effective use of routines and play areas to enable children to extend choices and challenges (also applies to care)
- continue to develop parents understanding of how children learn using stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk