



Little Fishes Pre-School

Inspection report for early years provision

Unique Reference Number	110268
Inspection date	15 March 2007
Inspector	Kate Houghton
Setting Address	St. James' Church Centre, Church Lane, Rowledge, Farnham, Surrey, GU10 4EN
Telephone number	01252 792402
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Registered person	St. James Parochial Church Council
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

'Little Fishes' Pre-school was registered in 1996. The Pre-school is run by the Rowledge Parochial Church Council. The group operates from the Parish Centre within the grounds of St James' Church in the area of Rowledge in Surrey.

A maximum of 26 children may attend the Pre-school at anyone time. The Pre-school is open each weekday from 09:30 to 12:30, Monday to Friday during term time only, with an additional Tuesday afternoon session during the summer term, 12.30 to 15.00. All children share access to a secure and enclosed outdoor play area.

There are currently 37 children aged from two years nine months to under five years on roll. Of these, 26 children receive funding for early education. Children come from the local area. The Pre-school currently supports one child with a disability.

The Pre-school employs six members of staff. Of these, two members of staff are trained teachers, two members of staff hold appropriate early years qualifications, including the Diploma in Pre-school Practise and a National Vocational Qualification attained at level 3. The Pre-school receives support from the Early Years and Childcare Unit.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's dietary needs are supported with a balanced and nutritional range of healthy eating options. Choices include daily portions of fresh and dried fruit. Effective arrangements for the location of drinks, enable children to help themselves to water throughout the session. Drinks of diluted orange juice are also provided at snack time. This ensures children remain hydrated throughout the day. High regard is given to making sure the individual dietary needs of children are identified. Information is requested from parents, detailed and recorded on child records. Secure procedures are continued by staff and support the handling and preparation of food provided. This ensures, children's meal time arrangements are managed safely and in line with parents' wishes.

Children are learning about the importance of hygiene, promoted through practical activities. They learn to understand how important it is to wash their hands at regular times and benefit from easy access to soap, water and paper towels. For example, children test the use of water and soap during practical activities. They develop an early understanding of how to prevent the possible spread of germs. This is achieved through discussion and explanation with staff and for example, before simple cooking activities commence. As a result, this helps children to develop a clear understanding of the importance of hygiene procedures and develops their early understanding through practical methods of how to prevent the spread of possible germs.

Regular planned activities, free play and the use of resources actively promote children's physical skills on a day to day basis. Children enjoy daily free flow play in outdoor play areas. They clearly have fun and enjoy the activities provided. For example, children of all ages enjoy practising and learning how to bat balls to each other. They have fun during games and learn to use different actions, motions and judge distances. They learn to throw, catch and hit the balls. Children show delight and pride in their achievements, they gain from the positive encouragement and praise they receive from staff. This helps them to gain confidence and develop their physical skills. Children also benefit from participating in a varied range of planned activities, including parachute games, play with ribbons, flags and participation in dance and music sessions. In addition, regular events are organised and include exciting activities such as a sponsored pedal push. Children are actively involved and bring bikes and trikes into pre-school and have great fun peddling round a circuit in the car park to raise funds for charity.

Children benefit from active play sessions to help them achieve healthy outcomes through physical activities. For example, children are currently following a programme of exercise called 'Fun fit'. This helps children to enjoy exercise and promotes the use of their bodies in a variety of ways. Children learn to balance and co-ordinate their actions. They also note their breathing, temperature and heartbeats before and after exercise. This promotes excellent opportunities

for all children to develop their physical skills and gain an awareness of how being healthy and exercising regularly has a positive effect on their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children enjoy access to bright, warm and stimulating surroundings. Areas within the Pre-school are set up effectively and include an excellent range of exciting resources for children to access freely. Opportunities to learn through play are actively promoted and toys and equipment support the needs of children in all areas across the age range. Children benefit from room to branch out into small groups and also enjoy large group play in allocated rooms within the Pre-school. Children benefit from accessing quiet areas, enabling them to rest, relax and enjoy quieter activities.

The effective use of risk assessments keep children safe and prevent them from possible dangers. Staff check all areas regularly and monitor the safety of the provision frequently. This ensures children are safe and protected from harm. Children learn about safety achieved through explanation, discussion and practical activities. They know not to run about and learn about possible dangers, because staff give gentle reminders during play. For example, when playing in the role play area children enjoy dressing up in hard hats and play with blocks and play tools. They remember to be careful when constructing towers and take care to look out for other children playing nearby. They learn about real life situations on building sites and gain an understanding of how different equipment is used. This helps children to consider the safety of others and develops their awareness of how to play safely within Pre-school. Children practise regular fire drills and are learning about the importance of keeping safe in the event of an emergency. Fire drills are practised on a regular basis and at different times. This ensures all children are gaining an awareness and understanding of how to evacuate the premises.

Children's welfare is promoted and staff have a clear understanding of how to protect children. Systems in place support the safety of children and are shared with parents. As a result, effective procedures in place safeguard and protect children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children enter the Pre-school happily and eagerly participate in activities provided. They are forming positive relationships with staff and their peers and clearly enjoy their time thriving within stimulating surroundings. Children are helped to achieve in all that they do and benefit from the effective support and excellent levels of care they receive from staff. Emphasis is placed upon ensuring new children are settled and secure in their surroundings. They benefit from the staff's sensitive and nurturing approach. This ensures, they are at ease, confident and happy in their environment. Children enjoy positive relationships with staff and make excellent progress because their individual needs and preferences are identified. This enables children to feel a true sense of belonging. Therefore, as a result the excellent levels of care provided, promote positive outcomes for all children.

Nursery education.

The quality of teaching and learning is outstanding. Children are monitored closely by staff in all areas. Staff undertake regular observations and purposefully use the information collected to inform planning and differentiate the curriculum. Records kept clearly show the progress children are making and are used effectively to identify their next steps for learning. As a result, this ensures children are making excellent progress and achieving the desired outcomes in their learning.

Children are interested and inspired by a varied and stimulating range of activities and free play opportunities provided for them. All children are eager to learn and participate confidently. Children make informed choices about what they wish to do and benefit from the excellent levels of support provided by staff. This enables them to gain the most from activities and play. Children join in with large group time enthusiastically. They are eager and keen to contribute their knowledge about the Easter story and join in confidently, talking about the story and contributing their own ideas and thoughts. Children enjoy singing special songs they are practising for the church service. Children are learning to use the Makaton sign language and are actively developing their skills in this area. Children clearly enjoy using sign when singing and are learning to use sign language in every day activities.

Children benefit from the excellent methods used by staff to help them develop their early reading skills. They identify different letter sounds and benefit from clear labelling, display boards and resources used. Children eagerly find their fish shaped name cards on arrival and self register when entering Pre-school. The weather board includes signs, symbols and displays the name of the special helper for the day. Children's art work includes collages children make and links clearly to the letter of the week they are learning about. Children enjoy many opportunities to participate in conversation in both group activities and on a one to one basis. Children's attention is captured during story time because staff make it interesting and fun. Children enjoy talking about the pictures and excitedly describe what they see.

All children benefit from frequent opportunities to make marks on paper and develop their hand writing skills. For example, in the construction area, children freely access paper, pens and pencils. This promotes excellent opportunities for children to draw pictures and designs of the buildings they make. In other areas pens, coloured pencils and paper are also freely available. Outdoor play areas include the free use of coloured pencils and paper. For example, children make signs for the slide they have painted with water and use this to inform everyone it is wet. They eagerly write their names on pieces of work and are clearly benefiting from the exciting opportunities provided to develop their early writing skills. For example, children make their own books, use collage and include their own drawings to illustrate their stories. Books are displayed in the book corner and complement the varied and interesting range freely available for children to access and enjoy throughout the session.

Children benefit from excellent opportunities to develop their understanding of number in every day situations and during play. They count how many children are present in their group at snack time and count how many children would like water and juice to drink. Children have fun and use exciting resources to help them develop their early learning and understanding of number. Staff extend activities very well and use effective questioning techniques and practical

learning opportunities during play to help children consolidate their learning. For example, children build towers and count how many bricks they have used. Children take turns to measure themselves against the tower. They use a book to gauge the correct measurement of each child's height against the bricks. Children count how many bricks they need to take off from the original measurement, helping them to identify the total amount of bricks used for each child. The activity is extended and children continue to enjoy problem solving. This promotes very good opportunities for children to develop their early learning of calculation, subtraction and measurement through active play.

Children have a great time playing outside and choose to play with the number cards placed in the bowl. They work well together and are co-operative, taking turns to choose and select different numbers they would like. Children confidently say the number they have chosen and use the pegs to hang out the numbers on the line. Children receive excellent levels of guidance from staff and are helped to find solutions to problems. When children get a bit muddled with numbers, they are encouraged by staff to stand back and observe the line. They quickly work out where they have got numbers in the wrong place and eagerly change the arrangement of numbers to form the correct sequence. Children are clearly proud of their achievements and benefit from the congratulations and praise they receive from staff.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and benefit from an inclusive and non-discriminatory environment. Key workers get to know children and their families well. They obtain background information from parents, including information about customs, beliefs, likes, dislikes, favourite toys and any special words used at home. Information is reviewed regularly and the use of the home link book enables parents to add information. This ensures staff are informed and kept up to date to support the individual care needs of children attending. Children are gaining a positive view of the world around them because they access a varied and interesting range of resources. They enjoy play with dolls, small world toys, books, play food and musical instruments. They also benefit from participating in stimulating activities, for example, organised visits to the group. Children have fun learning about how different types of clothing and garments are worn. This effectively helps children to develop an early understanding of different lifestyles, customs and beliefs and promotes a positive view of society in which they live.

All children are engaged, occupied and interested in play and activities provided. They establish positive relationships with staff and benefit from the warm responses and frequent praise they receive. As a result, children develop good levels of confidence and self-esteem. Children are very well behaved, polite, co-operative and happy. They say 'please' and 'thank-you' and politely address each other and use good manners by saying 'excuse me'. As a result, they are developing good social skills and learn how to interact appropriately. Children benefit from the effective methods used by staff to support their behaviour. For example, discussion, explanation and the use of resources such as the sand timer, help children to learn about the importance of sharing and taking turns during play. Therefore, children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is outstanding. Parents are warmly welcomed and greeted by staff. Staff value the input they receive from parents and actively seek to involve them in activities, events and children's care and learning. Parents are invited to attend fund raising events, outings and assist with visits to the local areas. This helps to contribute to children's care and learning. Parents are kept up to date and informed about the provision. They receive a wealth of information detailed in the pre-school brochure, group policies, procedures. Information with regard to activities, curriculum planning, forthcoming events and visits are clearly displayed on parent notice boards to view easily. Parents benefit from information sharing. Home link books and regular access to view children's progress records are used effectively to keep parents informed of children's development. Parents are invited to view children's records on a regular basis and are encouraged to communicate with staff and key workers to discuss children's individual needs and progress.

Organisation

The organisation is outstanding.

Staff are qualified and experienced. They deliver a quality service and a high level of care. They are committed to developing their skills and attend regular training. This ensures positive outcomes for children are achieved. The Pre-school is managed and organised very well. Children move freely and confidently about the areas and benefit from continuous play activities outside. The deployment of staff is efficient and children are accounted for at all times. As a result, children receive exceptional levels of support and supervision. Secure and robust systems are in place for the employment and induction of staff. Procedures are followed to ensure staff receive annual appraisals and have access to all relevant information about the running and organisation of the Pre-school. This ensures, staff are able to carry out their role competently. All required documentation is in place, reviewed on a regular basis, detailed accurately and consistently shared with parents. All arrangements are in place to support the welfare, health and safety of children. Documentation is easily accessible, stored securely and maintained for confidentiality.

Overall, the outstanding quality of the provision meets the needs of the range of children for whom it provides.

The leadership and management of the pre-school is outstanding. The pre-school leader is motivated and committed to her role. Staff are positive and enthusiastic and have a secure understanding of how to develop children's learning. The leader places importance on ensuring all staff meet together regularly. She highly values the input received from the staff team and actively seeks to include staff in planning and decision making. This enables, staff to be fully involved, share their ideas and contribute to the positive outcomes for children's Nursery education. The leader reviews the effectiveness of the provision on a regular basis and uses the self evaluation form with clear purpose. She works closely with other professionals and seeks to develop the continuing strengths of the Pre-school. She has a clear vision for the future needs of the children and as a result provides an inclusive environment where every child matters.

Improvements since the last inspection

At the last care inspection three recommendations were raised.

The first recommendation relates to ensuring a system is in place for recording long term medication. Improvements have been made and systems are in place to ensure arrangements for the recording of long term medication are completed to share with parents. Therefore, this ensures the safe management and administration of any medication given to children over a long term basis.

The second recommendation relates to ensuring a written safe procedure for outings is in place. Improvements have been made and clearly detailed information is recorded on procedures for outings. This ensures safe arrangements are followed for children when on outings and parents are informed and up to date about procedures.

The third recommendation relates to obtaining written permission from parents for seeking emergency medical advice or treatment. Improvements have been made and prior parent consents obtained to agree procedures. This ensures, children are safely supported in the event that they require any emergency medical advice or treatment.

At the last Nursery education inspection the group were asked to give consideration to improving two areas.

The first point raised for consideration relates to ensuring planning consistently details differentiation within activities. Improvements have been made and clear information detailed in planning shows how the individual learning needs of children are achieved. Staff know children well and use observations effectively to inform future planning and consistently differentiate activities for children.

The second point raised for consideration related to enhancing learning opportunities at snack time through staff interaction with children. Children benefit greatly from the excellent interaction they receive from staff at snack time. Children take turns to be a special helper and are actively involved in the preparation for snacks. They confidently count up how many cups are needed and enjoy pouring drinks out for each child. Children enjoy time to talk about their families, their experiences of birthday parties, holidays and forthcoming events. They share information about a recent birthday they have enjoyed and talk about the different preparations that are made in Pre-school for children's birthdays. Staff establish an excellent balance at snack time for children to enjoy social interaction and develop their learning. Children talk about the fruit they have for snack time and are shown by staff how an apple slicer is used to cut the fruit. They are helped to understand the process of how an apple is cored and watch eagerly to see how many slices appear. As a result, children are gaining from a stimulating snack time where optimum opportunities are provided to extend their learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

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.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk