

Little Fishes Day Nursery

Inspection report for early years provision

Unique reference number

EY315940

Inspection date

02/03/2009

Inspector

Kelly Eyre

Setting address

4 Molivers Lane,, Bromham, Bedford, Bedfordshire, MK43
8JT

Telephone number

01234 825152

Email

Type of setting

Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Little Fishes Day Nursery opened in 2006 and is privately owned. It operates from a purpose-built building in Bromham, near Bedford. A slope to the main entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open each weekday throughout the year and sessions are from 07:30 to 18:00. The setting is registered on the Early Years Register to provide 53 places and there are currently 85 children attending who are within this age group. The setting serves a wide catchment area, including the surrounding villages. A small number of children attend other settings such as local pre-schools.

There are 25 staff members. Of these, 19 hold relevant childcare qualifications and two are working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The flexible approach to daily planning is a particular strength, helping to ensure that children are offered appropriate activities that interest them and enable them to make good progress in all areas of their learning. Caring staff and good procedures for exchanging information with parents underpin the provision of appropriate support to all children, ensuring that they are always included and can participate meaningfully. The manager, owner and staff work together to review the setting's practice, clearly identifying strengths and weaknesses. There are realistic plans for on-going improvements, therefore ensuring that the setting remains responsive to the needs of children attending.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the planning and assessment methods so that these clearly show the next steps for each child and how these are fed into planning
- develop partnerships with others providing care for the children.

The leadership and management of the early years provision

The efficient procedures for evaluating daily practice and developing clear plans for the future demonstrate the setting's good potential for continuing to improve the outcomes for children. The owner and manager have a clear vision for the future and a genuine desire to provide high quality childcare. There is a positive attitude to feedback and this is actively sought from staff and parents. Examples of recent improvements include the provision of an outdoor play area for younger children

and the introduction of additional weekly sports and music sessions, thus offering increased opportunities for children of all ages.

Children's care is consistent and their daily experiences of the setting are positive because the owner and manager support staff well, offering clear guidance and support to attend further training. The diligent daily implementation of policies and procedures supports the efficient running of the setting, ensuring that children are offered a safe and secure environment. Practical risk assessments cover all areas and staff carry out daily safety checks of the building and outdoor play areas. Children are gaining a clear understanding of safety issues through good daily practice and related activities, such as the use of road safety equipment as part of role-play. Comprehensive procedures for safeguarding children ensure that their welfare is promoted and they are protected at all times.

The setting works well with parents, ensuring that there is a thorough exchange of information in order to promote children's learning and development. For example, there are good procedures to obtain information from parents about children's preferences and daily routines. However, this area is not fully promoted as the setting has not developed links with others providing care for the children.

The quality and standards of the early years provision

Children are consistently offered a wide range of activities and opportunities that enable them to make good progress across all areas of learning and development. Staff react quickly to children's interests and individual developmental needs because the planning is flexible and is directly influenced by the daily evaluations and assessments of children. There are thorough procedures to obtain information from parents about children's preferences, abilities and routines and to use this to inform their care and activity planning. However, children's development is not fully promoted as the planning and assessment methods do not clearly show the next steps for each child.

Children's emotional development is promoted and they have secure relationships with staff who know them well and respond positively to their needs and requests. For example, staff recognise the signs and actions used by babies and young children and respond by singing the relevant action rhymes; babies laugh and giggle as they join in, clapping when they reach the end. This feeling of security runs throughout the setting, with children confidently stating their views and independently choosing resources and activities.

Children's learning and understanding are developed because staff play alongside them and offer gentle support and encouragement. For example, staff allow young children time to explore the play vehicles before sitting with them to name the different vehicles and explore their functions. Children are encouraged to think critically and solve problems. For example, a group of children work together to complete a card game, naming the animals depicted on each card and sorting them according to their natural habitat.

The thoughtful planning of the environment means that it is stimulating to

children, with many attractive displays and easily accessible resources. Children are therefore encouraged to explore and make choices about their play. For example, very young children make independent decisions about whether to play outside or to stay in and explore resources such as vehicles, role-play items, books and construction sets. The good use of resources to support activities means that children's development is further promoted and they are offered extended opportunities. For example, when children choose to sing 'Ten Green Bottles', a staff member fetches ten plastic green bottles and children enjoy counting these as they sing the verses.

Good use is made of outdoor areas to offer children further opportunities. For example, they learn about the environment as they grow potatoes, sunflowers, wild flowers and radishes. Children of all ages show a great appreciation of books, looking at these independently and regularly visiting the local library to make further choices. They thoroughly enjoy group story times where they become engrossed in the story, often naming the characters and joining in with the associated rhymes and actions.

Children are becoming competent in the use of technology, for example, selecting and completing programmes on the computer and using digital cameras. They are offered opportunities to learn about the relevance of healthy lifestyles. Older children wipe their noses independently, clean their teeth after lunch and can explain why they wash their hands before eating.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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 complaints record may contain complaints other than those made to Ofsted.