

Little Fishes Pre-school (Wombwell) Ltd

Inspection report for early years provision

Unique reference number	EY280887
Inspection date	18/05/2009
Inspector	June Rice
Setting address	Hough Lane, Wombwell, Barnsley, South Yorkshire, S73 0EX
Telephone number	07977 730377
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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 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 Pre-school opened April 2004 and is committee run. It operates from the Wesleyan Reform Church Hall, situated in Wombwell, near Barnsley. Children have access to a secure outside play area. The premises are accessible to people with limited mobility.

Little fishes Pre-school is open Monday to Thursday term time only, from 09:00 to 15.30 term time only. The pre-school is registered on the Early Years Register to care for a maximum of 24 children under five years. There are 52 children on roll, of which 19 are funded. There are six permanent staff members, four with appropriate childcare qualifications, and one member of staff working towards one.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provision has begun to take steps to evaluate its provision and demonstrates a clear understanding of most key strengths and areas for improvement. For example, children's access to natural materials and the development of the outside play area. The provision successfully promotes inclusive practice and takes full account of children's culture, background and abilities. Procedures are fully inclusive and provided to all parents and users of the provision. The provision works in partnership with parents and others to meet every child's needs, and they ensure the environment and resources are available to all children. However, risk assessments require improvement.

What steps need to be taken to improve provision further?

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

- improve risk assessments to ensure action taken to eliminate risk is clearly recorded, and include an assessment of the use of the climbing apparatus
- provide opportunities for children to freely access junk modelling and natural materials in order to express themselves through exploration, experiment and investigation.

The leadership and management of the early years provision

All records required for the safe and efficient management of the early years provision and to meet all children's needs are maintained. However, risk assessments need improvement as they do not always identify action taken to eliminate risks. The provision has developed sound relationships with parents, and outside agencies to ensure they meet every child's individual needs, and they continue work on developing working relationships with other providers of the Early Years Foundation Stage encouraging them to share relevant information to ensure children continue to make progress. Very good information is provided to

parents about the early years provision through newsletters, planning which is displayed, policies and procedures and children's progress files.

Inclusive practice is very well promoted and reflects the wider world and children's own communities through a wide selection of photographs, books, posters and role play equipment. The provider's self-evaluation though in its early stages, gives an accurate picture of the setting and identifies that the provider is focused on continued improvement. For example, they have identified staff training, the extension of heuristic play and the continued development of partnerships with outside agencies as some of the areas to improve. The practitioners demonstrate a good knowledge and understanding of child protection and safeguarding procedures.

The quality and standards of the early years provision

Children are helped to stay safe through the satisfactory implementation of risk assessments, policies and procedures that help to ensure children use an environment, toys and equipment suitable for purpose. However, staff fail to constantly supervise the use of the combined climbing frame and slide, and this results in children not using the equipment appropriately. Children learn about being safe through activities and discussion. For example, staff discuss road safety, how to use scissors properly and include children in regular emergency evacuations. Children are helped to be healthy. They enjoy fresh fruit for snacks, and children who attend lunch club are encouraged to bring a healthy packed lunch through information provided to parents. Children use tissues to wipe their nose, wash their hands before eating, before cooking and after the toilet. They talk about germs and tummy ache, and participate in activities on healthy eating, exercise and growing plants learning to care for them. The setting supports free flow indoor and outdoor activity in order to promote physical exercise, and children enjoy song and dance to familiar music. Good health and well-being is promoted through the steps taken to prevent spread of infection. For example, when children are infectious they are excluded to protect others, staff wear disposable aprons when changing nappies and ensure the environment stays clean.

Staff know their children well, they know what they can do on entry, and use observations and assessments very effectively to ensure children's next steps are correctly identified and well planned for. Planning is flexible and allows children to learn at their own pace, and ensures that additional support is identified and met. For example, children with English as an additional language have the support of staff who speak their home language, and this along with the use of sign language, facial expressions and the use of English helps them make links between the two languages. This helps to build their communication, language and literature skills and ensures they are fully included. Children continue to make good progress because the provision has developed good working partnerships with parents, carers, outside agencies and other providers of the Early Years Foundation Stage. For example, schools for children about to transfer receive their completed progress files clearly showing their progress towards the early learning goals. Teachers visit the setting in line with the settings transition policy and outside agencies involved in children's care and development continue to work

with children and families after the transfer.

Children benefit from being able to independently and safely access a good range of resources that are suitable for their ages and stages of development. Children are very well behaved and are encouraged to develop habits and behaviour appropriate to good learners, their own needs, and those of others. For example, staff deal with disagreements appropriately, they give all children a chance to present their point of view and encourage them to listen to each other. They learn to share and take turns, and are proud to help set tables at snack time and hand out drinks to their friends. They learn about different cultures and festivals through the good use of positive images reflected in books, toys and activities that encourage children to ask questions.

Practitioners skills in supporting children's learning are very good, they ask appropriate questions to help them think and work things out. They move freely around a setting rich in labels, and take an interest in naming the letters, numbers and shapes that are displayed throughout the setting. Children enjoy small group phonic work using different musical instruments. They listen carefully to the sounds and match them to the ones they are using. Staff follow children's new interests. For example, while making their own sandwiches, children express real amazement at the seeds found in a pepper. Staff explain they will remove the seeds so they can take a closer look and tell mum so the interest can be pursued at home. Children count pieces of cucumber and talk about the use of transport to carry food. Children are provided resources that encourage their imagination. For example, they use a number of large cardboard boxes to make a house and an aeroplane using a selection of tools to help them in their construction. Children show an interest in books, turn pages carefully and concentrate on the illustrations, and enjoy listening to stories read by staff repeating familiar phrases. Children select aprons and use hands to paint pictures, they place cars into the paint and make marks with the tyres exclaiming, 'this car paints like on the advert,' and 'its making a beautiful pattern.' However, children are less able to freely select junk and natural materials, and this prevents them from freely expressing themselves through exploration and investigation.

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?	3
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

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