

# Little Fishes Soft - Play Skool

Inspection report for early years provision

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**Unique reference number**

EY240501

**Inspection date**

09/03/2010

**Inspector**

Judith Harris

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Fishes Soft-Play Skool was registered in 2002. The nursery is privately owned and operates from its own premises in Braunton in North Devon. There are three play spaces which can provide separate areas for toddlers and babies and pre-school children. All children share access to an outdoor play area.

A maximum of 21 children may attend and there are currently 35 children attending who are within the early years age range. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open for every weekday from 7.30am to 5.30pm for 50 weeks of the year. There are currently six members of staff and the owner. All staff hold appropriate early years qualifications, with the owner and manager having Level 4 qualifications, one member of staff with a foundation degree and one with Early Years Professional Status, two members of staff with Level 3 qualifications and one with a Level 2 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery staff clearly have an in-depth knowledge of the children in their care. This ensures that children are safe and secure and their learning and development needs are well supported and consistently promoted. The nursery has good partnerships with parents and with the local school which ensures they are developing complete pictures of children's needs. The nursery management team ensures that all staff and users are included in the evaluation process to enable continuous improvement to be effective.

## **What steps need to be taken to improve provision further?**

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

- continue to promote respect and positive attitudes to diversity by encouraging children to talk with each other about similarities and differences, using props and stories about children who are both like them and different from them
- continue to develop systems for gathering information about children's learning at home in the nursery and at any other settings attended.

## **The effectiveness of leadership and management of the early years provision**

The nursery management team provide secure well organised systems for effectively supporting and maintaining children's safety. All staff are appropriately checked and there are clear systems in place for ensuring that staff remain suitable. The nursery has clear safeguarding children procedures that are up-to-

date and in line with the latest guidelines. A comprehensive range of risk assessments for all areas are used to carefully support children's ongoing safety and well designed systems ensure sleeping children are closely monitored. Secure emergency evacuation plans are in place and regularly practised with the children. Staff use good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The nursery's carefully organised systems effectively maintain all required records to successfully support children's individual welfare and development. Each child has a folder that contains detailed factual information given by parents about individual needs and routines. All documentation is stored in the children's folders to ensure that confidentiality is maintained when staff share relevant records with parents. The nursery team are clearly committed to supporting children's individual and diverse needs. In order to ensure this children's daily routines are carefully met and children are supported to be appropriately independent within the setting. The staff use the information they gather about children's unique needs to ensure the effective inclusion of all children. The careful daily planning and flexible deployment of staff ensures that the best use is made of all resources including time and individual staff skills.

The nursery is clearly committed to building good positive relationships with both parents and other provisions. To support this the nursery provide each child with a daily written record that gives parents information about sleeping and eating routines as well as the activities and experiences children have taken part in. Parents are encouraged to provide feedback to the nursery through adding their own comments to children's daily book and completing regular questionnaires. Parents also have access to the ongoing records of children's individual learning journeys to keep them informed of children's achievement and progress. The nursery has good links with local schools to support and aid smooth transitions into reception.

The management team actively encourages the whole staff team to take part in the self-evaluation process. Individual members of staff provide their own evaluation of the service which is clearly highly successful in accurately identifying the strengths and weaknesses of the provision. This information is used in conjunction with the parents' feedback to develop action plans to effectively drive the ongoing improvement of the service. In order to support the staff's continuing professional development the nursery management carries out regular qualification audits that ensure appropriate training and development are provided. Staff attend regular training and workshops and have effectively developed their knowledge and understanding of the Early Years Foundation Stage.

## **The quality and standards of the early years provision and outcomes for children**

Children are confident and exceptionally well settled in the care of a professionally qualified and experienced staff team. The environment is comfortable and stimulating, and children have safe access to areas for different types of play. The soft play and ball pool area is exceptionally useful in providing even the youngest

children with high levels of independence and confidence. Children are carefully nurtured through the warm supportive relationships they have with all members of staff. This ensures that the children feel safe and secure to play freely and make independent choices from the activities provided. The nursery is developing a good range and variety of different observations and assessments to record children's individual learning journeys. Each child has a daily book that is shared with parents who can add comments to support an exchange of information. The staff use the learning and development section from the Early Years Foundation Stage to ensure that all aspects of learning are observed. There are individual observations of particular activities and experiences that children take part in. The nursery team are developing their knowledge of schemas to support them in interpreting the information they gather about children. Using the more in-depth understanding staff plan and provide activities and experience that more effectively meet individual learning needs. Information about children's learning at home and at other settings is less extensive.

Children play in areas that provide space for different types of play. The baby and toddler room is a large area with a soft play and ball pool construction in one corner. There is a separate sleep and sensory area and a soft safe area for babies where they can have safe access to a suitable range of toys and equipment. The ball pool and soft play provides even the youngest children with a safe environment where they can climb, slide, bounce and roll which they clearly delight in. In the pre-school area the children have excellent access to the toys, equipment and resources, which includes creative art and craft resources that they can use freely. At a group activity children look at planets, the solar system and space, they use their imagination to draw chalk pictures of the planets. Children are excited by the space activity and animated in discussion with the member of staff about the planets. Children use extensive imaginative skills to develop a complex role-play game about a train journey which is supported by the long free playtime the children have. Children are beginning to learn about the diversity of the wider world and they are provided with resources that reflect people from different cultures and some activities. Diversity is reflected in some but not all activities children take part in. There is a very good balance of child and adult-led activities and the children have long periods of free playtime. Staff work together to provide a secure structure for the children within which they are free to explore, experiment, discover and travel along their learning journeys leading the play through their own interests.

Children are well behaved and their positive behaviour is effectively supported and promoted by the extensive levels of independence and free playtime. The nursery has secure policies and all staff have a clear understanding of the importance of positive age-appropriate strategies to support children's behaviour. When it is getting close to tidy up time children are given regular warnings that it will soon be time to stop play. This ensures that when the children have to stop what they are doing they are ready and disengage easily. With an in-depth knowledge of the children staff are able to recognise children's different moods and respond instantly. Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children are taken to wash hands before eating and pre-school children can use the toilet independently. A good

range of healthy and balanced snacks are provided for the children and the staff work closely with parents to ensure children have well balanced packed lunches.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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