



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120102

DfES Number: 548260

INSPECTION DETAILS

Inspection Date 06/02/2004
Inspector Name Deborah Jaqueline Newbury

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Fishes at St. Peters
Setting Address St. Peters Church Hall
Ash Church Road, Ash
Aldershot
Hampshire
GU12 6LU

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Little Fishes at St. Peters

ORGANISATION DETAILS

Name The Committee of Little Fishes at St. Peters
Address St. Peters Church Hall
Ash Church Road, Ash
Aldershot
Hampshire
GU12 6LU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Fishes at St. Peters opened in 2000.

It operates from St Peter's Church Centre in the village of Ash in Surrey. Children are accommodated in the church hall and use is also made of an adjacent room for some activities. There is an enclosed garden area which is used for outside play. The building is on one level and has appropriate wheelchair access. The pre-school is managed by the church and serves the local area.

It caters for 26 children from 2.5 to 4 years of age. The registration does not include overnight care.

There are currently 44 children from 2.5 to 4 years on roll. This includes eleven funded three year olds and fifteen funded four year olds. Children attend for a variety of sessions.

The group welcomes children with special needs and those who speak English as an additional language.

The group opens five days a week (Monday to Friday) during school term times. Sessions are from 09:15 until 12:45. The pre-school offers a lunchtime club until 13:14 during the summer term.

Three full time and four part time members of staff work with the children. Two have early

years qualifications and two are currently on training programmes.

The pre-school is in the process of applying for accreditation through the Pre-school Learning Alliance and receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The quality of day care offered by Little Fishes at St. Peter's is good.

The premises used by the pre-school are clean and well maintained but staff have to set up and clear away on a daily basis. Good use is made of all available space and staff work hard to provide an attractive and welcoming environment. The group provides a wide range of age appropriate resources which support all areas of development well and promote positive images of diversity. Children help themselves to those on offer. Staff are deployed appropriately which ensures that children are supported effectively and the session flows well. Procedures are in place to ensure qualification levels are met and the pre-school demonstrates a positive attitude towards professional development. Required documentation is mostly in place. It is well organised and kept securely.

Staff provide a safe environment, inside and out, and they help children gain an understanding of potential dangers. The pre-school follows suitable procedures to promote health and hygiene appropriately and children are encouraged to develop an awareness of personal hygiene. Children enjoy a variety of healthy snacks and staff are aware of and take steps to ensure they cater for any special dietary needs. Staff are aware of child protection issues and understand their responsibility to protect children.

Staff offer children interesting activities and play experiences. Much effort is placed on ensuring that these are stimulating and fun. Children clearly enjoy their time at the pre-school and are well-occupied. They relate to staff in positive ways. Staff treat children with equal concern and take into account their individual needs. Staff set clear guidelines for behaviour.

The importance of working in partnership is clearly understood by staff who have devised good procedures to ensure this. Staff and parents enjoy friendly relationships and parents are encouraged to take an active part in the life of the pre-school.

What has improved since the last inspection?

No areas for improvement were identified at the previous inspection.

What is being done well?

- Staff work together well as a team, with clear guidance from the supervisor. They are aware of their roles and responsibilities and take these seriously. Some staff members have specific areas of responsibility which encourages a sense of ownership.
- Staff take positive steps to provide a warm and welcoming environment for children and parents. Children's work is named and displayed attractively, much of it at low level which helps children gain an understanding that their efforts are valued and encourages them to have a sense of pride in their achievements. Some areas of the pre-school such as the role play area and small world toys are presented imaginatively.

- Staff encourage and value children's good behaviour. They have high expectations and act as positive role models. Children respond accordingly. They share and take turns and handle resources with care.
- Staff and children relate in very positive ways and establish warm, friendly relationships. Staff are enthusiastic and participate in children's play whole heartedly, for example during music and movement sessions.

What needs to be improved?

- the child protection policy.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	develop the Child Protection policy to include the procedure to be followed in the event of allegations of abuse or neglect

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The quality of nursery education offered by Little Fishes at St Peter's is acceptable and of high quality. Children's progress towards the early learning goals is very good.

Children are accommodated in a very stimulating environment with clearly identified areas of learning. There is a good balance between child initiated play and adult directed activity. Sessions are well-paced with effective use of time and resources. The quality of teaching is very good. Staff are secure in their understanding of the Foundation Stage. All staff are involved in planning and provide children with a varied programme of interesting and worthwhile activities which cover all areas of the curriculum. Children are well supported by keyworkers who specifically plan and deliver an activity on a daily basis aimed at the needs of the group. This is adapted as required to ensure that individual needs are catered for. Children's progress and achievements are monitored and used to inform future plans. Staff are positive role models and encourage children's good behaviour. Their use of effective questioning techniques encourages children to think although they sometimes do not take full advantage of all opportunities which arise to encourage children to count and extend further their already good self-help skills.

Leadership and management is very good. Staff work together as a team and are valued and well supported. Existing practice is monitored and areas for development identified and acted upon. There is a strong commitment to the continued improvement of care and education for all children.

The partnership with parents and carers is very good. They receive detailed information about the pre-school and its provision. Regular communication with keyworkers, both formally and informally, ensures that parents are kept informed of what their children are doing, their progress and achievements.

What is being done well?

- Staff present children with exciting role play scenarios such as a planetarium and a café. These are imaginatively presented with good attention to detail.
- Children's personal, social and emotional development is well supported. Children make choices about what they wish to do but understand the need to share and take turns, for example when using the computer where they wait patiently until others have finished.
- Staff spend time talking with parents and complete a home-link book on a weekly basis which ensures that parents are kept well informed of their children's achievements and progress. Staff encourage a two-way sharing of information by encouraging parents to contribute to this process and share their knowledge about their children. This approach ensures that everyone is

working together for the benefit of children. Parents are also given opportunities to be actively involved in their children's learning, for example by helping within the group.

- There is a positive attitude towards the continued improvement of care and education for all children. Ongoing training and professional development is encouraged and the pre-school is currently applying for accreditation through the Pre-school Learning Alliance.

What needs to be improved?

- opportunities for more able children to further extend their self-help skills and greater use of opportunities which arise to encourage children to count.

What has improved since the last inspection?

This is the pre-school's first nursery education inspection and this section of the report is therefore not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and eager to learn. They make decisions about what they wish to do and concentrate very well in their chosen activities. Children build good relationships with others and engage in co-operative play. Children's behaviour is very good. They take turns and share well and are keen to help, for example at tidy-up time. They are familiar with the daily routine. Children are helped to become independent and develop good self-help skills overall.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories. They use the book corner to explore books independently and make up their own stories, for example when playing with small world toys. Children learn to link sounds and letters and recognise that print carries meaning. Some children recognise and write their names using correctly formed letters. They explore mark making and emergent writing. Children communicate freely, they negotiate with each other, ask questions and express ideas and opinions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count as part of the daily routine and engage in many activities where they consolidate their understanding and develop their skills. They use number names and recognise numerals. Children develop their understanding of mathematical concepts and some are beginning to solve simple problems using mathematical skills. They use appropriate language to describe shape, position and size and make comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their own and other cultures through planned activities. They have many opportunities to explore everyday technology. They use the computer independently and develop very good skills. Children engage in many activities which enable them to explore and experiment. They learn about the world around them, find out how things work and observe change. Visitors to the group enhance this area of learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely with good spatial awareness. They explore different ways of moving and developing their skills through planned activities such as music and movement. They are helped to gain an awareness of their physical well-being. Children use a variety of different tools and equipment safely and with increasing control. They refine and develop their manipulative skills as they investigate different ways of using items of different levels of complexity and size.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore a range of different media and materials. They are encouraged to express their ideas and their efforts are displayed. They have a repertoire of songs and rhymes and recall these from memory. Children participate in these sessions with enthusiasm. They engage freely in imaginative play with others and make good use of the resources provided to extend their play. Children recognise and name colours.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- encourage children to count at every opportunity and investigate ways of encouraging more able children to build on their already good self-help skills, for example by pouring their own drinks.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.