



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 108462

DfES Number: 512989

### INSPECTION DETAILS

Inspection Date 29/03/2004  
Inspector Name Annette, Marie Carter

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Little Fishes Pre-school  
Setting Address Furze Platt Memorial Hall  
Furze Platt Road  
Maidenhead  
Berkshire  
SL6 7NG

### REGISTERED PROVIDER DETAILS

Name Little Fishes Pre-School 1070343

### ORGANISATION DETAILS

Name Little Fishes Pre-School  
Address Furze Platt Memorial Hall  
Furze Platt Road  
Maidenhead  
Berkshire  
SL6 7NG

## 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 Pre-school is affiliated to Saint Peters Church in the Furze Platt area of Maidenhead. The group is committee run and opened in 1995. The Church Hall is a shared building, and it is well maintained by the church committee.

The pre-school is located in Furze Platt Memorial Hall and the group has use of a large and small hall, kitchen, toilets and a large outdoor area. The hall has wheelchair access and a disabled toilet.

The pre-school offers care and education for children aged 2 years and six months to 5 years old. Children are admitted in the half term that they turn 2 years and six months.

The pre-school offers a tailored curriculum with a gentle introduction to the Christian faith (without pressure to conform).

There are currently 59 children on roll. This includes 30 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. The setting has systems in place to support children with special needs, and for whom English is an additional language.

The group opens five mornings a week during school term times. Sessions are from 9:30 to 12:00 Monday to Friday with an extended session on Monday until 13.00 which incorporates a lunch club. The pre-school also operates two afternoon sessions from 12:30 to 14:45 on a Wednesday and a Friday.

There are seven members of staff working with the children, one staff member works full-time and six staff work on a part-time basis. Five of the staff have recognised early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance. The pre-school also has close links with Maidenhead Nursery and Furze Platt Infant School.

### **How good is the Day Care?**

Little Fishes Pre-school provides good quality care for children. All aspects of the provision are well organised to ensure children are well cared for. Arrangements for induction are effective and staff have a good understanding of their roles and responsibilities. They work well together as a team with good support from the manager. Staff are guided by a set of policies and procedures which they understand and consistently apply. All of the relevant documentation is in place, which contains the required detail.

High priority is given to ensuring children's safety and appropriate precautions are taken to safeguard children and minimise potential risks. The group takes positive steps to raise children's awareness of hygiene practices through daily routines and by encouraging them to develop independence in their personal care. Snacks are healthy and nutritious and snack times are a social occasion where children share news with their peers and staff. Staff understand the need to protect children and the correct procedures to follow if concerned about a child's welfare. Although this has been identified as a training need and staff have been looking into attending formal training in this area to update their existing knowledge.

The staff plan and provide an accessible and stimulating environment for the children. They give children time to explore and investigate resources independently. Staff provide sufficient challenges for the children and extend their learning through discussion and engaging them in conversation. Children's behaviour is good and they respond positively to staff and the setting routines.

Parents are welcomed into the setting and their contribution and involvement is valued by staff. Policies and procedures are effectively shared with parents and good systems exist to keep them well informed of all aspects of their child's care and development.

### **What has improved since the last inspection?**

Not applicable

### **What is being done well?**

- The environment is organised effectively to ensure resources are readily accessible to the children. Staff allow children time to explore and investigate and build on their natural curiosity as learners.
- Snack times are organised effectively and provide children with good opportunities to develop their independence and social skills.
- The staff take positive steps to promote children's health by encouraging them to learn about personal hygiene through daily routines.
- Staff are consistent in their approach to managing children's behaviour. They use praise and encouragement effectively to promote good behaviour and encourage development of social skills.

- Parents are welcomed into the setting and the system adopted for feedback encourages a two-way flow of information, knowledge and expertise.

**What needs to be improved?**

- the number of staff who have attended recent child protection training

**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
13	Increase the number of staff who have attended recent child protection training

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

### How effective is the nursery education?

Little Fishes Pre-School provides high quality nursery education, where children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. The staff know the children well and have a secure understanding of the Foundation Stage. This enables them to plan an interesting and stimulating range of practical activities. Staff are deployed well and provide good levels of support, encouraging children to explore, investigate and apply their learning. These skilful interactions teamed with effective questioning techniques, enhance children's learning and provide sufficient challenge for a range of abilities. Plans indicate clear learning intentions which are based on observations and evaluations of what the children can do. This system enables staff to continually plan the next steps in children's learning, focus their teaching and help children to develop and progress. Relationships are good, children respond positively to staff and behave well. There are effective systems in place to provide good support for children with special educational needs.

Leadership and management are very good. Much of the success of the setting is due to effective team work, and the staff's enthusiasm and ongoing commitment to training and development. There are good systems in place to continually monitor the quality of nursery education, and the setting strives towards continuous improvement.

The partnership with parents is very good. Staff encourage parental involvement and many parents regularly come into help and actively participate in the children's learning. Staff encourage parents to share their observations of their child and use these to contribute to children's learning records. There are also good measures in place to ensure parents are kept informed of the educational programme and the progress their child is making.

### What is being done well?

- Children's personal, social and emotional development is very good. They are keen to learn and are actively involved in their learning. They work well both independently on self-chosen challenges, and co-operatively in group situations.
- Children are confident speakers, they use language well to question, negotiate and describe their creations and feelings. This is as a result of the staff's consistent interest and engagement in their learning and through the use of effective questioning techniques.
- Children show increasing confidence in using number and solving practical problems. The more able children have a developing understanding of simple addition and subtraction.

- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interests and efforts.
- Staff set suitable challenges for all children, which maintains their interest and enthusiasm. Children are given sufficient time to explore, investigate and apply their learning.
- Parents are encouraged by staff to be involved in their child's learning. Many parents contribute to the children's learning by regularly coming into help, and sharing their observations with staff.

#### **What needs to be improved?**

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the frequency of which children have the use of large equipment, and access to climbing opportunities.

#### **What has improved since the last inspection?**

The setting has made very good progress in addressing the key issues raised at the last inspection.

Since the last inspection staff have adopted new approaches to managing children's behaviour, and have worked effectively in partnership with parents to achieve this. New approaches include the introduction of a desirable behaviour poster, which is shared with the children at each session. Staff use this method to promote discussion and to encourage children to begin to understand the consequences of their actions. Staff refer children back to this poster to consistently reinforce the ground rules. The staff are all consistent in their approach to managing children's behaviour, and as a result behaviour has greatly improved. Children respond positively to the staff and the setting routines and behave well.

Staff have developed their knowledge of the early learning goals and have undertaken relevant training in this area. Plans have also been developed to include extension activities which provide suitable challenges for all children and extend their learning in all areas. Staff make good use of the Curriculum Guidance for the Foundation Stage, to help them effectively plan, assess and teach, and continually monitor the quality of the nursery education they provide.

Children are grouped appropriately for activities and staff have key worker groups where children undertake planned activities. Children show good concentration on tasks and persevere.

The process of assessment has been improved and staff regularly observe and record children's progress in all six areas of learning. This information is then used effectively by staff to inform planning and to focus teaching.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show excellent levels of independence in selecting and carrying out self-chosen activities as well as regularly seeking out others to share experiences. They concentrate well on tasks and are enthusiastic and keen to learn. Children are beginning to work co-operatively on tasks and have growing consideration for others. They respond positively to staff and behave well, forming good relations with peers and adults.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good language and communication skills. They are confident speakers and language is used well to initiate conversation, ask questions, and to express their needs. All children are beginning to write for a variety of purposes, and the more able children form recognisable letters. Children are beginning to show an interest in books and an awareness that illustration and print carry meaning. They also make up their own stories, an example of this being the story of "Dopey".

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a great interest in numbers and counting. They can count to ten and beyond and most can recognise written numerals up to ten. They are effective at using mathematical language for comparison and to describe quantity, position, size and shape during practical activities. Children also show increasing confidence in solving practical problems, sorting and matching. The more able children have a developing understanding of simple addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their senses to explore and investigate properties of different materials. They skilfully and purposefully construct and design to represent their own ideas. They talk about what is seen and what is happening and observe change. They are curious and show interest in the world in which they live during discussion at circle time and during show and tell. Evidence in the form of photos, and planning show that children have a developing awareness of other cultures and beliefs.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children show increasing independence in their personal care and an awareness of healthy practices. They safely use a variety of tools and materials, and show good skill and hand-eye coordination. They demonstrate increasing control in their cutting skills, and manipulating fastenings. Children move imaginatively in response to music and show good balancing skills. There are however fewer opportunities to use large apparatus for climbing, these are currently limited to once a week.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children express their creativity well through a variety of activities, these include role-play, painting, drawing and sensory opportunities. They happily and confidently enter into dialogue about their creations with peers and staff and use their imagination well. Children enjoy singing activities and move rhythmically and creatively in response to music, freely expressing their own ideas. They are also developing a good awareness of colour and communicate this effectively in their paintings.

**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:*

- Point for consideration;
- increase the regularity of the use of large equipment and climbing opportunities.

*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.*