

# Little Fish Preschool

Inspection report for early years provision

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**Unique reference number**

EY293955

**Inspection date**

06/12/2010

**Inspector**

Kate Bryan

**Setting address**

Methodist Church Hall, Battersbee Road, Leicester,  
Leicestershire, LE3 9LD

**Telephone number**

0776 5418825

**Email**

**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.

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## **Description of the setting**

Little Fish Preschool was registered in 2004. It is a privately run provision situated within a church hall in the New Parks area of Leicester. The preschool is open during school term time between the hours of 9.15am and 12.15pm. Children are accommodated in one large hall and they also have access to a smaller group room. There is an enclosed outdoor play area for children's physical play and activities.

The group is registered on the Early Years Register and both parts of the Childcare Register to care for 26 children aged from two to eight years. Currently, there are 26 children on roll, all of whom are in the early years age range. The preschool currently supports children with learning difficulties and/or disabilities, as well as, children with English as an additional language.

The pre-school employs five members of staff all of whom hold appropriate early years qualifications. The group receives support from the local authority.

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

Overall the quality of the provision is good.

Children are engaged and happy at the group because they have easy access to a good range of varied and challenging activities. Staff have a good understanding of children's individual needs as they work closely with parents to ensure these are updated. Staff generally make good use of planning and assessment to ensure children have a good base to develop their future skills. All required policies and procedures are in place and are generally well used to underpin the management of the nursery. Systems to monitor and evaluate the setting's performance are good and self-evaluation is used effectively to enable the setting to maintain continuous improvement. All recommendations from the last inspection have been met.

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

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

- ensure there are links between children's starting points and the areas of learning so their achievements can be built on
- develop a regular two-way flow of information between other providers involved in children's care that also deliver the Early Years Foundation Stage
- ensure that safeguarding procedures are fully in line with the Local Safeguarding Children's Board procedures.

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

Staff have a good understanding of their role in safeguarding children and all staff have attended training in this area. They are clear about reporting procedures and a useful policy is in place. However, the policy is not fully in line with Local Safeguarding Children's Board procedures for reporting allegations made against staff or volunteers. The premises are well-staffed and people who are not cleared are never left alone with children. Children's safety is further enhanced as admittance to the building is monitored by staff and all visitors sign into the group. Recruitment procedures are robust and ensure that children are cared for by staff that are qualified and suitable.

Detailed risk assessments are in place for the premises and outings and staff also check daily to ensure the environment and resources are safe for children. The setting is welcoming with children's work displayed throughout the room, this helps them to feel valued and raises their self-esteem well. There is free-flow around the setting, which means children have lots of opportunities to follow their interests and move from activity to activity. For example, children move from mark making to construction which promotes their choices well.

All of the staff team are qualified, except for one who is working towards a childcare qualification and the manager has plans in place to pursue further training to develop her awareness of working with children. Training needs are well-supported at the setting and courses attended include first aid, safeguarding, physical development and creative development. This demonstrates the setting's commitment to ensuring that staff development benefits children.

The manager understands that self-evaluation is a working document and has used this effectively to identify areas for improvement, such as, involving children more in the planning of activities. All staff are actively involved in identifying strengths and areas for development and an action plan has been devised to help the setting maintain continuous improvement. This has included securing funding to make access to the building easier for all children.

A useful range of operational policies and procedures are in place which parents have access to. Parents also have good opportunities to be involved in their children's learning as they are encouraged to record children's achievements (Wow) moments and share these with staff, these are then added to children's learning journeys. Staff are always available to be spoken with and parents evenings are in place so parents can see their children's learning journeys. Parents spoken to expressed positive comments about the group and staff and felt they were well-informed about their child's progress. However, systems to work with others who deliver the Early Years Foundation Stage are not as effective as possible to ensure a consistent service to children.

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

Staff have a good understanding of the Early Years Foundation Stage which means planning ensures children make progress in all areas of learning. Useful observations are kept on children and activities are differentiated to ensure all children's individual needs are met well. Children's learning journeys clearly indicate what they have learnt and need to learn next and targets are now being set with parents so they are involved in their children's learning. However, children's progress is not supported, as well as possible, as their starting points are not yet linked to the areas of learning.

The preschool is well-resourced and rooms are used well to provide children with opportunities to engage in a wide variety of activities. For example, the large hall has areas designated for the six areas of learning and most resources are at children's height so they can access these easily. This also helps children gain confidence as they explore their environment. For example, as they move from singing nursery rhymes to playing with construction blocks.

Warm relationships are in place between the staff and the children and staff have a good awareness of their individual needs. Communication is very well promoted and staff have attended 'Every Child a Talker' training which has helped children to develop their language skills effectively. A Chat Room is also in place where children can work in small groups with staff and a visual timetable helps children understand their day. Children with English as an additional language are also well-supported as staff learn key words to help them settle and make choices.

Staff have undertaken training in promoting children's physical development and, consequently, this is well-planned for children. They have easy access to a good range of resources, which include a parachute, cars, bikes, scooters, a play house and sand. The garden is used well to provide a good range of activities for children and they enjoy looking for dinosaurs and taking books outside to read and look at. The children are also learning about the natural world as they grow flowers, talk about the seasons and explore different textures, such as, pine cones. Children are also learning about recycling and reusing materials well, for example, as they make robots out of cereal packets.

Staff have worked hard to help children learn about the needs of others and they have undertaken fund raising to support this. Children also learn about the wider world well as they acknowledge a range of festivals, such as, Diwali. Children behave well and are learning to take responsibility, for example, as they are the helper of the day and inform the rest of the group about activities, such as, snack time. This also helps to promote their confidence and self-esteem well.

Children have a secure understanding of good hygiene procedures and understand why they wash their hands. They also use liquid soap, paper towels and hand wipes so cross-contamination is prevented effectively. Children understand about healthy options well as they eat vegetables and fruit. Healthy eating has also been offered as a training course for parents. This was successful and some children

now have access to an allotment which helps them to develop healthy lifestyles.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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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

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