

Little Fishes Nursery School

Inspection report for early years provision

Unique reference number	110268
Inspection date	20/01/2011
Inspector	Catherine Greenwood
Setting address	St. James' Church Centre, Church Lane, Rowledge, Farnham, Surrey, GU10 4EN
Telephone number	01252 792402
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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*.

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Description of the setting

Little Fishes Pre-School opened in 1996 and is run by the church council. It operates from St James' church centre in the village of Rowledge, near Farnham. Children have access to several rooms in the centre and an enclosed outdoor play area. The pre-school is open each weekday from 9.30 am to 3.00 pm on a Monday and Tuesday and from 9.30 am to 12.30 pm on a Wednesday to Friday. The setting is open term time only and children come from a wide geographical area.

The pre-school is registered on the Early Years Register for a maximum of 26 children aged from two to five years. There are currently 40 children on roll who attend for sessional care or for the full day. There are eight members of staff employed by the church council to work with the children. Of these, six members of staff are qualified to level two and above in the early years. This includes two members of staff who have qualified teacher status. One member of staff is working towards a level three early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met and they are provided with a caring and stimulating learning environment. This is successfully achieved through good communication within the staff team and with parents. However, partnership with other early years provision that children attend has not been achieved to ensure continuity of care and learning. Since the last inspection, all actions and recommendations have been met, and the provision has been successful with implementing changes and making improvements. Effective systems are used to reflect on the quality of the provision, although some aspects of good practice have been overlooked.

What steps need to be taken to improve provision further?

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

- review and improve the organisation of routine events such as snack time so they do not disrupt children's play
- review and improve hand washing procedures during activities to prevent the risk of cross infection
- share information about children's progress with other providers delivering the Early Years Foundation Stage
- review the use of space and resources to improve the opportunities for children to have regular access to information and communication technology and role play resources, and ensure all play equipment reflects positive

images of diversity.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because staff have a secure knowledge and understanding of child protection procedures. The manager and the two deputy managers have recently attended advanced safeguarding training. There are systems in place to ensure staff suitability. Records of risk assessment are used to reduce safety hazards, and staff supervise the children well at all times.

All actions and recommendations from the last inspection have been met. The advisory teacher from the local authority has been instrumental in helping the provision to link with other providers and identify good practice consequently, the provision has worked hard at making improvements. Since the last inspection the provision have implemented a development plan with specific targets for improvement, and parents views are sought informally through coffee mornings and daily communication. This informs the development plan which the manager and staff intend to use on an on-going basis.

There is a good range of resources that are made easily accessible. Free flow systems between the inside and outside play areas enable children to become confident with making their own choices. However, the organisation of play equipment and potential use of one of the rooms available has not been reviewed. Consequently, some resources that are an important part of children's learning are not consistently available. All children are fully included. The provision has not yet developed partnership with other providers delivering the Early Years Foundation Stage for children who are on roll.

Parents make very positive comments about the provision. For example they say 'each child's needs are well known by staff, and as a parent my needs are well known and cared about', 'I like the lovely sense of community with a relaxed environment which enables children to settle and have fun', and 'I like the cross section of staff who are very warm with the children, and my children are very very happy'. Staff and parents form very positive and friendly relationships, and parents are welcomed into the provision at the beginning and end of each session. They receive good information about themes and activities through regular newsletters, and fully support aims for learning within the provision.

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

Children's learning and development is good. Children form close bonds with their key workers, and all staff have a very caring approach towards the children. They laugh and have fun with the children, for example, as they sit on the floor and enter into tickling games as part of imaginative play with soft toys. Staff make good use of opportunities to ask questions and talk about things that capture

children's interest. For example, during snack time, they ask children 'if they have any animals at home that like to eat cucumber' and share information about a pet tortoise of their own. There are good systems in place to observe and assess children's progress which includes pictures of 'fishes' that identify the next step for their individual learning. Children's home link books show they are provided with a wide range of experiences. For example, they plant bulbs to take home, visit the local post box, make sandwiches for snack time, and play with ice in the garden

Children are very well behaved and motivated within their play and show good independence as they choose their own resources and ask to play outside. Each day one child is a 'special helper'. This enhances their ability to work co-operatively with others, which can be seen as they ask others to join them in their play. Children enjoy looking at books independently and listening to stories. During small group adult led activities they learn the sounds of alphabet letters, and enter into conversations where they are encouraged to think and talk about associated objects they bring from home. These are sometimes related to the 'letter of the week', such as newspapers. Staff ask questions about the purpose of newspapers encourage children to notice familiar letters in the print and talk about the pictures they see. Consequently, children increase their vocabulary and are confident in their communication. Children make marks, and some can write their name independently with most letters correctly formed.

Children frequently identify colour within their play, both independently and with staff. They can count in numerical order, such as the number of people they put into small wooden boats, and use clocks to identify number as they engage in imaginative play. Children show great interest in using resources such as large magnets egg timers and magnifying glasses. They enjoy looking at items children bring from home, such as a birds nest and photographs of wooden nests that members of the child's family have built at home. Staff make good use of these resources to help children learn about the features of living things, and invite people to bring animals such as African snails into the nursery and show them to the children. Discussions include talking about the snails country of origin using maps, number and size and what they eat. Children are very familiar with the words of a prayer which they recite at the end of each session, and develop their awareness of diversity through the celebration of cultural festivals such as Chinese New year, and St David's Day. However, there are a limited range of accessible resources that reflect positive images, which restricts their ability to learn about differences. Children use some programmable toys and have occasional use of information and communication technology. However, this equipment is not made easily accessible at all times for children to develop their skills.

Children show excellent control and co-ordination as they use the indoor climbing apparatus and slide with great energy, speed and enthusiasm. They create their own imaginative games as they lie down on big bean bags and use resources such as small mats to pretend they are 'going to bed', and play 'monsters'. However, the current organisation of main play area restricts the amount of accessible role play resources available. Children show creativity as they use scissors, glue, tin foil and dried seeds to make musical shakers. Staff praise children for their achievements and ask questions that link to the weekly theme about 'birds' where children are asked to think and say which animals eat the seeds. Music and

movement sessions fully capture children's enthusiasm.

Children show they feel safe and are confident to confide in adults at the provision as they talk freely during all activities. They develop an understanding of danger through visits from the local fire services, where they use fire hoses, climb into the engines, and watch them dress up in fire fighting clothes. Children often choose to play outside and make good use of a range of resources that promote their physical development. They are provided with healthy snacks and are encouraged to wash their hands at the sink before snack time. However, the use of a communal bowl for washing their hands after activities presents a risk of cross infection.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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

Outcomes for children in the Early Years Foundation Stage	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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