

Little Fishes Pre-School Group

Inspection report for early years provision

Unique reference number EY270171
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Inspector Tracey Boland

Setting address Lodge Farm Community Centre, Off Crestwood Road,
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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.

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Description of the setting

Little Fishes Pre-school Group opened in 1987, moving to these premises in 2003. It operates from Lodge Farm Community Centre, Lings, Northampton and serves the local community. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9.15am until 3.30pm with morning and afternoon sessions available where needed. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and a maximum of 26 children may attend at any one time. There are currently 49 children attending who are within the early years age range. The nursery provides funded early education for three-and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of childcare staff. Of these, seven staff hold appropriate early years qualifications. One member of staff has the early years professional status qualification and two have degrees in early childhood studies. The nursery receives support from the local authority and are members of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and settled and make excellent progress in all aspects of their learning and development. Staff consistently meet children's individual needs effectively, ensuring activities and experiences provided are interesting, stimulating and challenging. Children's welfare is continually promoted through efficient organisation and effective safety arrangements. Staffs commitment to working in partnership with parents and other professionals involved in children's lives ensures children benefit from a consistent approach and receive excellent support that is tailored to their needs. A robust procedure for evaluating the quality of the provision and a clear commitment to ongoing improvement means that any areas for development within the provision are clearly identified and effectively addressed. This results in greater improvement in the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the sensory experiences in the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is excellent and the manager's enthusiasm is infectious. Safeguarding is given a very high priority so children's welfare is assured. Staff are extremely well informed about safeguarding issues and demonstrate an excellent understanding of their role and responsibility to protect children in their care from abuse and neglect. High quality written policies and procedures are in place to ensure that the correct action is taken to protect children if the need arises. Robust employment procedures are in place to ensure that those working in the setting are suitable to do so. A well established induction procedure and appraisal system is securely in place. Staff are committed to their own personal development and they access a wide variety of training. This means that they are well qualified and their knowledge of key legislation and good practice is kept up-to-date. Adults are vigilant at all times and implement effective strategies to keep children safe. For example, a thorough risk assessment programme is in place with clear arrangements to ensure that reviews are carried out regularly. Daily visual checks are also completed.

Staff are proactive in ensuring that the environment is safe at all times and fully meets individual children's needs. Children are able to free-flow inside and outdoors at will as the learning environment flows into the garden area. Equipment is clearly labelled, with both words and pictures, and is stored at low level which means that children can help themselves safely. The use of time and resources are very well managed enabling children to plan, organise and complete their activities in full within the safe boundaries of their regular routine.

The setting is highly committed to working in partnership with others involved in the children's care. Excellent channels of communication are firmly embedded in their practice, which ensures that children's learning, development and welfare are continually nurtured. Parents are provided with excellent, high quality information about the setting, their child's progress and any new initiatives, for example, 'Every Child a Talker.' They are fully involved in their child's learning and are continually encouraged to share their thoughts and views of the provision through the 'three stars and a wish' evaluation system.' This enables parents to raise three good points about the setting and any ideas or issues they may have. This, alongside formal questionnaires and exit surveys ensures staff are fully aware of parents views and feelings.

The setting is highly inclusive with an excellent emphasis on treating children as individuals. Staffs understanding of the children and their needs is exemplary and they recognise, value and celebrate difference. As a consequence, all needs are met and children develop a very clear knowledge and understanding of the wider world. Children enjoy a wide variety of snacks, which further encourages their understanding of the wider world and encourages discussion as to where foods come from. Snack time is a relaxed occasion with children making their own choice as to when they wish to eat.

The manager and staff have high aspirations for the quality of the provision and

take positive steps to evaluate their practice and improve outcomes for children. Their involvement in their self-evaluation and seeking the views of families using their setting, enables staff to identify areas for improvement and to take appropriate action. Since the last inspection, all recommendations have been effectively addressed. Frequent fire drills take place with specific routines in place for children with learning difficulties and disabilities. The children's involvement in the celebration of cultural events and the effective implementation of the Early Years Foundation Stage has ensured children's future learning needs are continually addressed.

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

All children make excellent progress in relation to their starting points. Staff recognise children's achievements and plan effectively to meet their individual needs. They provide activities and experiences that are good fun, interesting and challenging and actively promote children's all round development. Starting points are clearly measured and ongoing achievements assessed enabling staff to gain a clear picture of children's progress. They use their knowledge of children's interests, their own observation programme and information from parents and other providers to effectively tailor plans to suit each individual child and their needs.

Children are excited and eager to become involved. They show high levels of independence, confidently selecting resources and activities for themselves and seek the involvement and support from adults as they need it. They are happy and self-assured and fantastic relationships have developed with their peers and adults in the setting. They demonstrate caring attitudes towards each other, readily taking turns and playing cooperatively with each other. Children are very aware of the needs of individuals within the setting and they too, alongside the adults, support and involve them in the activities.

The text-rich environment and readily available resources promote children's enjoyment of reading and mark making. For example, they enjoy taking orders and making notes in the travel agents which has evolved. More able children confidently form the letters that make up their names and some easily write their names. They capably weigh, measure and match during activities, such as cooking and sorting fruit into sets and can count confidently. Children's knowledge and understanding of the natural world is enhanced as they enjoy growing plants, fruit and vegetables in the garden and they are observing the life cycle of caterpillars through to becoming butterflies. Staff are aware that sensory opportunities for children outdoors are fewer than indoors and are looking at ways of enhancing this by developing the outdoor learning environment further. Singing and dancing enables children to express themselves in a variety of ways and children are eager to be involved in story time where they join in with familiar text and rhymes. Children make significant progress in communication, numeracy and information and communication technology skills, therefore, gaining skills they need for the future.

Children develop a clear understanding of how to keep themselves safe, as staff take time to show them how to recognise risks for themselves and to take appropriate action. For example, children know how to cross the roads safely and they talk about how to be assertive if someone is doing something they don't like. Healthy lifestyles are readily adopted. Children spend ample time enjoying the fresh air, take regular exercise and make positive food choices at snack time. Children behave very well because they are fully interested and engaged throughout. They are clear about the boundaries and know what is expected of them. They have very good manners and model the positive behaviour and attitudes displayed by staff.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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