

Little Fishes at St. Peters

Inspection report for early years provision

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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 at St. Peters opened in 2000. It operates from St Peter's Church Centre in the village of Ash, Surrey. Children are accommodated in the church hall and an adjacent room for some activities. There is an enclosed garden for outside play. The building is on one level and has appropriate wheelchair access. The setting is managed by the church and serves the local area. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 36 children on roll, all of whom are in the early years age group. The setting provides free early years education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and those who learn English as an additional language. The setting opens five days a week during school term times. Session times are from 9.15am until 12.45pm, Monday to Friday. There is a lunchtime club that runs until 1.15pm during the summer term only on Monday, Wednesday and Friday. There are five members of staff who work with the children, all of whom have recognised early years qualifications at level 3 and 4 or with qualified teacher status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a wide range of activities that reflect children's individual backgrounds well overall, and promote good outcomes in their learning and development. The committee and staff show good capacity to maintain the continual development such as the new garden which is in the final stages of development. Most required documentation is in place. Staff establish strong partnerships with parents and successfully establish links with most others supporting the children, such as therapists and schools, which provides good continuity in children's care and learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment includes identified aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked, and determine the regularity of these checks according to the assessment of the significance of individual risks (Suitable Premises, environment and equipment).

19/07/2011

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

- provide as much opportunity as possible for children to move freely between indoors and outdoors and provide easily accessible resources outside to support all areas of learning
- display lists of words from home languages used by children in the setting and invite parents and practitioners to contribute to them to further promote communication and the reflection of children's backgrounds.

The effectiveness of leadership and management of the early years provision

The staff and committee implement a comprehensive range of policies and procedures. They rigorously vet any new staff and all have had Criminal Record Bureau checks carried out. Staff with lead roles for child protection have attended advanced training, while all others have attended introductory courses and are fully aware of the issues and procedures to follow. Staff maintain accurate records and regularly review documentation. They risk assess the environment and visit proposed venues before children's outings to identify any possible hazards, which are then shared with parents. This provides good protection for children's safety and welfare. Risk assessment records are reviewed annually, but there is no record of the more frequent daily checks made by staff which is a breach of welfare requirements.

The committee and staff team show ambition as they drive forward change with the full support of the committee. Children were fully involved in planning the new garden and their ideas of reflecting a favourite story about a bear hunt were used, promoting their sense of ownership. As the garden has only just been opened it is not yet fully resourced or used to promote all areas of learning equally. The planting areas are already productive and apparatus and the space supports children's physical skills and more energetic learning styles well. Staff plan to further develop the garden to reflect letters and numbers and children have made mosaic tiles to place around the garden, further developing their sense of involvement and ownership. Staff continue their professional development and two have recently finished a qualification at level 3, while another completed a qualification at level 4. Staff with delegated roles, such as for supporting special educational needs and/or disabilities or speech and language development, attend relevant training which is then used effectively. Staff work collaboratively and through reflection identify areas for improvement. This has led to a greater focus on problem solving, reasoning and numeracy, which has had an excellent impact on children's understanding. This reflects a good capacity for continual development.

Staff set up the hall daily with a wide range of clearly labelled resources that are easily accessible to children and displayed within well defined activity areas. This supports children's independent choices as they initiate their own play and learning. Sustainability is promoted by the provision of good quality and durable

resources, recycled materials such as large cardboard boxes, planting and composting activities. Funding is successfully sought when additional support is required for children who have special educational needs and/or disabilities. Staff are well deployed and carry out their individual roles efficiently, creating a friendly, calm and well-organised environment that benefits the children.

Staff promote children's understanding of their own and other cultures. Parents sometimes come in to share information about their religion and customs. Staff identify children's different backgrounds and reflect these within the setting. They help children who have English as an additional language through well-planned small group and individually supported activities. However, not all home languages are reflected, such as through the display and use of key words or labelling, to further value diversity.

Staff develop good partnerships with parents and others involved with the children. Parents contribute to the setting by coming in to share their knowledge or by joining the committee. They attend annual meetings with their child's key worker and are frequently informed of their children's progress through the home-link book, which they sometimes contribute to. Staff support children's transitions by inviting schools to visit and attend meetings with schools if children have special educational needs and/or disabilities. Staff are proactive as they encourage the two-way sharing of information with other settings children attend, such as nurseries and childminders, although this has varying success. Overall, this supports good continuity in children's care and learning.

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

Staff show good understanding of the learning and development requirements and provide a warm and caring environment where children feel welcome. They systematically record their observations of children's progress against the early learning goals. They use these records to plan a stimulating range of activities for the group, while maintaining their focus on children's individual identified next steps. There is a good balance of adult-led and child-initiated learning, both indoors and outside. However, although staff plan outdoor activities, free access has not been fully established for the children. Staff skilfully extend children's development by questioning them about their activities and encouraging them to develop their thinking and communication skills. This provides good levels of challenge for the children and they make good progress overall towards the early learning goals, with excellent progress evident for problem solving, reasoning and numeracy.

Children have good relationships with staff and each other and develop friendships as they join together in play. Children show confidence and work together well as they keenly undertake special tasks, such as tidying up a specific area. They develop strong self-esteem and are keen to share their achievements with staff, who respond with enthusiasm. Staff manage any challenging behaviour sensitively and consistently, giving children clear understanding of appropriate behaviour by

clear boundaries, often praising what they do well. Children keenly participate in adult-led activities, most of which provide individual children with just the right amount of challenge to give them confidence and a sense of achievement. They show excellent problem solving, reasoning and numeracy as they add up, take away and group amounts, an area that is promoted throughout their activities, and children show positive attitudes towards new learning.

Children show curiosity as they explore their world. They observe how eggs hatch, pupate and then emerge as butterflies. Staff provide them with the language they need to talk about their new knowledge, and they show relish as they repeat words such as 'chrysalis' and 'metamorphosis'. Staff introduce relevant books to further extend their understanding. Children participate in activities that reflect all their cultural backgrounds and religions, such as when cooking traditional foods or learning how a child's family uses a prayer mat and celebrates Eid. Children who are learning English as an additional language benefit from small group activities where staff methodically build upon their understanding of English. However, there is no use of key words from home to support communication in the early stages or to value their individuality and home language further. Staff encourage children to think of solutions to problems, such as when staples will not go through the pages of the books they are making, using a hole punch instead with wool to bind the pages. Children show a love of stories, as reflected in their wish for the garden to represent a bear hunt. They recognise their written names and some are beginning to form clear letters as they write. Children learn to manage and control acceptable risks as they develop their physical skills, which helps them learn how to stay safe. They use metal tools carefully as they dig their vegetable patch and climb, slide and somersault on larger apparatus. Children share their understanding of the rules that keep them safe and remonstrate firmly but kindly when sand is flicked by a younger child saying 'Don't do that' as they help them learn appropriate behaviour. They demonstrate creativity as they build on previously taught skills and make up dances together as they respond to music, repeating known actions and developing new ones. They become absorbed in their role play, showing imagination and good levels of communication, negotiation and cooperation as they develop their ideas together. Children show awareness of technology as they use the disc player for dancing to, or the computer as they match shapes by clicking and dragging, using the mouse with control. Children help keep their resources clean as they wash the easels. They wear aprons and use chopping boards when preparing their healthy snacks. Energetic play such as dancing indoors and fast-moving role play outside help them recognise how exercise affects their bodies and to enjoy 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

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	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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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