

Little Fishes Pre-School

Inspection report for early years provision

Unique reference number 108462
Inspection date 09/11/2011
Inspector Sheena Bankier

Setting address Furze Platt Memorial Hall, Furze Platt Road, Maidenhead,
Berkshire, SL6 7NG
Telephone number 07855572336
Email www.little-fishes-preschool.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Fishes Pre-school is affiliated to Saint Peters Church in Maidenhead Berkshire. The group is run by a committee and opened in 1995. The pre-school operates from Furze Platt Memorial Hall and has use of a large and small hall, kitchen, toilets and a large outdoor area.

The pre-school is open five days a week during term times. On Monday and Tuesday from 9.30am to 1pm including a lunch club, Wednesday and Friday two sessions are held from 9.30am to 12.30pm and from 12.30pm to 3.30pm. On Thursday the pre-school opens from 9.30am to 12.00noon. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and the Compulsory Childcare Register to care for 24 children from two and a half years to under eight. There are currently 43 children on roll in the early years age group. The pre-school is able to support children with special needs, and children who speak English as an additional language.

The pre-school employ seven members of staff to work with the children. All staff members have recognised early years qualifications. The manager has a foundation degree. The manager, deputy manager and chairperson are undertaking leadership and management training currently. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settled at the pre-school. They enjoy a good range of activities, interaction and play experiences that actively support their learning and development. Most aspects of the pre-school practice and organisation are very effective. Good self-evaluation consistently targets ongoing improvements. Strong partnerships with parents and other settings effectively meet children's learning and care needs.

What steps need to be taken to improve provision further?

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

- consider the routine use of greetings in languages other than English and encourage staff, parents and children to become familiar with them
- consider further opportunities for children to select resources independently.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities to safeguard children. They demonstrate an effective understanding of safeguarding issues and the procedures to follow to promote the welfare of children. The pre-school are vigilant in their approach to safety, ensuring the premises is secure. They undertake daily risk assessments to promote safety. Staff underpin children's understanding of safety through reminders and explanations, such as to walk indoors. Regular practises of the evacuation procedure promote children's confidence and knowledge of the procedure. Effective procedures support good hygiene, such as staff wearing gloves to change nappies. This prevents the risk of cross infection.

Staff work effectively as a team at the pre-school. They demonstrate a good understanding of their roles and responsibilities. Paperwork is organised well and reviewed regularly. The pre-school has effective self-evaluation processes that involve staff, parents and children. Advice and support from the early years team is actively used to make improvements, such as increasing resources to promote diversity. The pre-school have an accurate understanding of their strengths and competently identify areas to develop and improve. Children and parents benefit from a welcoming environment, which is bright and inviting. Communication with parents is effective. Two-way communication books and verbal discussions enable parents and staff to exchange ongoing information about children's needs, progress and achievements. Parents are able to be actively involved at the pre-school, such as joining the committee or helping at sessions.

The pre-school inclusion officer demonstrates a good understanding of her role. She has links with local facilities that are available to support children, such as the speech and language drop-in. Staff demonstrate a good understanding of the other languages children and families speak, although rarely use basic key words, such as greetings routinely with the children alongside English. Resources in the pre-school reflect and value the children who attend, for example, photographs of the children are on display and there are dual language books. Resources are of a good quality and maintained well. The outdoor area provides an effective range of resources that reflect the six areas of learning well. A free flow approach to using the outdoor area provides children with choices of where they play. Good partnerships are in place with the nearby schools. Staff support smooth transitions for children transferring to school, through visits from the teacher and visits to the school. The pre-school actively link with other settings and promotes strong partnerships to support continuity and consistency in meeting children's needs.

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

Effective settling-in procedures support children and parents strongly. Children settle well and confidently make their own choices of what to do. They actively

engage in their chosen activities. Children form positive relationships with staff, and friendships with other children. Children's behaviour is good. They demonstrate a good understanding of the routines and boundaries of the pre-school, for example, children quickly respond when they hear the tambourine, putting their hands on their heads, staying still and listening. Staff underpin children's strong understanding of safety through reminders and explanations, such as to walk indoors. Children demonstrate they actively work together and contribute strongly to the care of resources, for example, together children help collect up cones after a physical activity.

Children enjoy their time at pre-school and actively participate, demonstrating they are motivated learners. Children are confident in speaking to adults and offer their ideas, such as choosing a song to sing. The pre-school support some independent selection of resources by children within the environment. Overall, children mainly make choices from toys and activities set out, which reduces their independent self-selection. Staff effectively involve themselves and interact with children. They ask good questions to support children's active thinking skills, for example, during a group activity a member of staff asks questions to encourage children to reflect and recount a popular children's story. Staff support children in developing their skills, such as using scissors effectively. The older children demonstrate effective concentration at activities that they maintain well. Staff provide plenty of warm praise and encouragement to underpin children's confidence and self-esteem.

Staff demonstrate a good understanding of how to support children through activities, and of differentiating to support children of different ages and abilities. Staff monitor children's achievements and progress through ongoing observations. These effectively track children's progress towards the early learning goals. As a result, staff have an accurate understanding of children's individual progress. Parents have free access to their children's progress records and regular parents evenings provide formal times for parents to review their children's learning. Children develop good skills for the future as they use modern technology resources, for example, they enjoy using children's cameras, saying 'say cheese' to their friends as they take a picture.

Children benefit from healthy balanced snacks at the pre-school. Children develop independent skills as they spread toppings on crackers, bread and crumpets and pour their own drinks of water or milk. The social snack time encourages conversation and learning, such as matching colours of plates. Children follow effective hygiene routines, such as washing their hands. Staff strongly underpin children's understanding of the importance of good hygiene and health with explanations and use of books. Children recognise their own care needs and the needs of others, for example, they use tissues when they need to, and ask others if they need a tissue too. Physical play equipment promotes challenge to children's skills, such as different types of bikes to ride and children learning to control these by manoeuvring them around cones. On the day of the inspection, the children participated in a physical play session that greatly enhanced and supported their physical skills, such as spatial awareness, balance and ball control.

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met