

FISH

St Martin's Primary School, Young Hayes, Cranbrook, NEW EXETER, EX5 2DY

Inspection date

29/08/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The key person system is highly effective. Staff know the children extremely well through the strong partnerships with parents and the local school therefore they are happy and settled.
- Children benefit greatly from a highly stimulating learning environment, which reflects their interests, and offers them excellent learning opportunities.
- Children learn about taking risks in a safe and secure environment where staff deploy themselves exceedingly well to supervise a broad range of activities, especially when they visit the Forest School area.
- Children are actively involved in planning interesting and exciting activities with the staff. The views of the children are routinely considered and they report positively on their experiences through different evaluation systems.
- The owner/ leader is inspirational in guiding his staff and ensuring that policies and operational systems are wholeheartedly embedded into everyday practice.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing in a variety of indoor and outdoor spaces.
- The inspector observed staff's interactions with the children.
- The inspector and supervisor completed a joint observation of an activity outside.
- The inspector spoke with all the staff team, parents and children throughout the inspection.
- The inspector sampled a range of documentation including children's assessment diaries and the views of parents.

Inspector

Rachael Williams

Full Report

Information about the setting

F.I.S.H registered at this site in 2012. It is one of seven settings operating in Devon, owned privately by The Partnership of Fun in School Holidays (F.I.S.H). It is based in a dedicated room in St Martin Church of England Primary and Nursery School in Cranbrook, New Exeter in Devon. Children access a dedicated classroom offering free-flow onto the school playground for outdoor play. Children also have use of the kitchen, toilets, library, school hall and foundation unit. Children have supervised access to the Forest School area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from three years until they are 12 years old. The setting operates Monday to Friday term time from 7.30 am to 8.40 pm and after school from 3pm to 6pm. It also operates Monday to Friday in the school holidays from 8.30am to 5.45pm. There are currently 68 children on roll; of these, 12 are in the early years age group.

The partnership employs five staff to work directly with the children. The two managers hold level 3 play work qualifications; another has a level 2 qualification; while the remaining two staff are working towards recognised qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue the excellent partnership working established with the school on site to include all schools the children may attend.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are true partners in their learning through the inspirational key person system. Staff know their children very well through their thorough observations, strong partnerships with parents and the school and through consistently listening to the views of the children. There is flexibility in the rich and varied range of experiences provided at the out of school club, which enables children to make decisions for themselves consistently. Staff are attentive to children's needs giving them one-to-one support when needed. There are excellent opportunities for children to initiate their own play and to be involved in group activities, such as Forest School and team games. Staff have taken time to organise the environments exceptionally well so that children can take time out of physical activities if they choose. For example, staff have provided children with a range of small

world resources, such as cars, to choose if they decide not to play on the bouncy castle. Staff support children well to solve problems for themselves. For example, when children ask for help to reach a car staff empower the children to find a solution, supporting them well to develop the skills for future learning.

Staff maximise the time they have with the children giving them every opportunity to initiate their own activities, both inside and outdoors, and to be involved in more structured experiences, such as the go-karts. Children listen carefully to instructions on how to use the carts and become aware of safety features, such as listening for the 'click' so that they know that seat belts are fastened correctly. Children negotiate space very well as they become confident in manoeuvring the carts under close supervision of staff. Children are supportive of each other cheering from the sidelines. Children are very proud of their achievements jumping with excitement and sharing their experience with adults. Staff interact incredibly well with the children to extend their vocabulary using appropriate words to describe parts of the cart so that children can repeat and use them appropriately in sentences. There is a strong focus on using open-ended resources for children to develop their own games. For example, children use a range of materials to create dens, working together to explore and test their ideas.

Children use technology, such as tablet computers, extremely well to complete programs. Children develop very good hand/eye coordination as they use remote controls sensibly respecting other children's space. Staff encourage children's communication skills very well by asking them to explain how to play the game and asking questions. Children respond well and say 'you have to copy' demonstrating how to complete the task with actions and using positional language extremely well. Staff praise children for sharing and taking turns. Consequently, children copy this behaviour complementing their friends on their achievements.

Parents are involved from the onset sharing information about their children's interests and providing photographs of key family members to help children settle. Staff regularly review these with parents, such as adding information on new family pets. The key person works very closely with the local nursery and reception class teachers contributing observations of children's interests and skills to their early learning journals. Activities complement the experiences children have at other settings extremely well. All adults involved in the child's learning support each other to identify next steps in learning to help children progress, such as supporting children to use toilet facilities independently. This enables staff to reflect on their practice and to guide any changes that may be needed effectively through their secure knowledge of how children learn through play.

The contribution of the early years provision to the well-being of children

Children thrive in the nurturing environment, which is excellently equipped and well-organised to meet children's needs effectively. The dedicated classroom has an abundance of high quality resources that meet children's age and stage of development. Staff constantly evaluate the environment and ensure that children's interests are reflected. For example, staff are currently extending the role-play and mark making areas to entice

children further as their needs progress in readiness for their future learning. Staff plan exciting outings and use the local environment extremely well. For example, children keenly point to the planes flying overhead and talk about their recent visit to the airport to see the 'red arrows' display.

Children have every opportunity to explore and make decisions for themselves. They are confident in the setting as they have made secure emotional attachments to all staff, especially their key person. Staff take time to celebrate children's achievements, displaying them prominently and sharing them at group time and with parents. Children's behaviour is very good. Staff carefully consider and monitor behaviour management strategies to meet the needs of the children so that they are age-appropriate, such as monitoring specific triggers and providing visual reminders. Parents praise the advice given by staff to support children at home. There is little opportunity for children to be bored or disinterested as children are constantly active and involved in meaningful activities. Even when lining up staff actively involve children, such as encouraging them to line up according to their height. Staff give children every opportunity to make choices, such as different ways to walk to their destination.

Children have a positive attitude to healthy lifestyles. There are regular opportunities for them to be outside and active. Parents provide a healthy snack and lunch; children know to select fruit for their mid-morning snack. There is very good advice from staff to support healthy eating and to enable lunch boxes to be stored appropriately with an ice pack. Children have very good understanding of their own needs and hygiene routines, such as washing their hands before they eat. Visitors to the setting, such as a local chef, support children's understanding of hygienic practices. Children learn to care for the chickens and collect the eggs for cooking activities, such as making pancakes on the campfire. Children learn about safe practices very well.

Staff take every opportunity to ensure that children are cared for in a safe and secure environment and consistently reinforce expectations and boundaries. Therefore, children have a growing understanding of how to keep themselves safe, especially through discussions at Forest School where they are encouraged to think about how they can reduce accidents. When going through the clubs rules children comment that if they hurt themselves they must tell a member of staff. Robust systems ensure that staff record any accidents and share them with parents. Staff thoroughly support children's understanding of road safety through their role play. For example, staff interact well when children play on the ride on toys reminding them to adjust speed when they come to a zebra crossing. Staff are highly reflective. For example, when children practise the fire drill and there are concerns about the time it takes for children to line up this is practised again with more success.

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

There is excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and staff underpin this by successful implementation of

comprehensive policies and procedures. There is a high regard for the learning and development requirements and staff work closely with the main local school to support children's overall development. Although the staff team have not yet fully implemented this for children who are beginning to attend from other early years provisions. Planning and assessment arrangements are robust, particularly for the prime areas, and therefore, children make very good progress in their chosen play.

Children's safety is a high priority. There are extensive arrangements in place to ensure that children cannot leave the premises and that visitors cannot enter unsupervised. Staff complete comprehensive and thorough risk assessments and monitor their implementation consistently. Children are familiar with physical boundaries and are aware that they need to wait for a member of staff if they wish to visit the nursery or library. Staff have excellent understanding of child protection procedures to enable prompt action to be taken should they have a concern about a child. Close partnership working with the school and key agencies enables a cohesive approach to safeguard children. Rigorous systems are in place to ensure suitable staff work directly with the children.

There are highly effective partnerships between the setting, parents, external agencies and other providers to enable children's individual needs to be effectively met and fully supported. Staff swiftly assess children's needs when they start at the setting. They access appropriate support promptly, working closely with other early years settings to maintain continuity in children's care, learning and play. Staff provide parents with a wealth of information, which is readily available as they sign children in and out of the setting each day. Parents offer positive comments expressing that they are 'really impressed' with the setting and the 'friendly staff' who are 'attentive and amenable'. Staff consistently listen to the views of parents through surveys to identify ways that they can improve.

The owner of the setting demonstrates inspirational leadership to support staff effectively in their role so that children make the best possible progress in an enjoyable and exciting environment. The drive for improvement is strong and the effective staff team are highly successful in monitoring the provision for example, through the local authority quality assurance scheme, to identify priorities and plan for improvement. Staff have many opportunities to work across all sites therefore, exemplary practice is shared fully to embed consistently high standards. There are excellent systems in place to support professional development for all staff, such as mentoring programmes and constant regard for training needs. Consequently, staff consistently build on their already first rate understanding and practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY453881
Local authority	Devon
Inspection number	909663
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	68
Name of provider	Fun in School Holidays (FISH) Partnership
Date of previous inspection	not applicable
Telephone number	08445618847

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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