

Little Fish Pre-School

Sunnyhill Church, Sunnyhill Road, Poole, Dorset, BH12 2DH

Inspection date

Previous inspection date

24/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Management and staff build strong relationships with parents and children. This positively contributes towards how confident and secure children are at pre-school.
- Children have plenty of opportunities to be active and play in the fresh air. They move freely between indoors and outdoors at the pre-school and regularly visit local parks and woods.
- Management use robust employment procedures. This ensures staff are suitably qualified and experienced to work with children.

It is not yet good because

- Staff do not always identify children's next steps for learning or use this information consistently to plan and monitor their progression.
- Staff do not always organise play areas imaginatively with challenging resources that enable children to fully develop their ideas across all areas of learning.
- Staff do not always use everyday routines and activities to fully extend children's learning.

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 activities in the two indoor play rooms and outdoors.
- The inspector held meetings with the management team and spoke with parents, staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation, policies and procedures, and regulatory documentation.
- The inspector checked evidence of suitability and qualifications of staff, the provider's self-evaluation form and feedback from the local authority.

Inspector

Marilyn Joy

Full report

Information about the setting

Little Fish Pre-School registered in 2013. It operates from three rooms in Sunnyhill Church, in Parkstone near Poole, in Dorset. Children also use an enclosed outdoor space for outside play. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates Monday to Friday, from 8.30am to 3.30pm, term time only. Children attend for a variety of full and half days. The pre-school is in receipt of funding for free early education for two-, three- and four-year-olds. The pre-school is registered for children aged from two years. There are currently 45 children in the early years age group on roll. A team of ten staff work with the children, including the owner/manager. The manager has Early Years Professional Status. There are six members of staff with qualifications at level 3; one member of staff with a qualification at level 2 and two other members of staff who are unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use systems of observation and assessment more effectively to identify each child's next steps in all areas and plan learning experiences matched to their individual needs

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

- strengthen the organisation and presentation of activities so that children have the resources they need to develop their ideas independently and staff are fully prepared to support this
- use everyday routines and activities to extend children's learning and independence skills further.

Inspection judgements

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

Overall, children enjoy a broad range of experiences at the pre-school. They are enthusiastic and confident learners who play happily together. Staff use an effective system to provide a variety of activities each day based on children's interests. Staff observe children daily and use this information to plan activities for the following day. However, planning for individual children is less successful. Each child is allocated a key

person who is responsible for monitoring and promoting their progression. However, management have not fully established an effective process to ensure this happens. Staff observe children regularly but not always across all areas of learning. In addition, they do not consistently use their observations to identify children's next steps and plan challenging activities to extend them. Consequently, children's progression is variable and not always consistently supported. On the other hand, management and staff fulfil their responsibility to complete progress checks for two-year-old children and share these with parents. The special educational needs coordinator liaises effectively with other professionals and parents when children need additional support.

Overall, staff encourage children's communication and language well through relaxed conversations as they play. Staff use open questions to encourage children to think about what they are doing. For example, staff place guttering on a frame to create a slope which children roll their cars down. Staff invite them to predict which car is going to be the fastest. The guttering falls down and children replace it without a slope. This prompts staff to encourage children to think about why the car is not moving and what they can do to change this. Children thoroughly enjoy the activity. Consequently, children develop their concentration and thinking skills because the activity is interesting and supported well by staff. As well as introducing concepts such as fast and slow, staff encourage children to raise their hands up high and then low. Staff praise children when they sing 'up and down' as they paint the door with water. Consequently, children develop their understanding of mathematical concepts purposefully as they play. Staff use songs and rhymes well to encourage counting. Children enthusiastically join in and many know the actions. However, staff do not always take advantage of these type of opportunities or health routines to assess children's abilities. Consequently, children's progress records do not always reflect what they can do.

Children have some opportunities to become aware that words have meaning. Many children recognise their names and confidently find their name card each day when they arrive. Management have devised an effective system to encourage children to make choices and select resources for themselves. Pictures of what is in the toy cupboards are displayed on the doors. This means children can see what is available and point to what they want. This is particularly helpful for children who do not have the language or ability to say what they would like to play with. However, there are no written signs to encourage older children to link words with pictures when choosing toys from the cupboards. Likewise, staff do not always use incidental opportunities to fully extend children as they play. For example, when children find an insect outside they are very keen to show staff and other children. However, there are no magnifying glasses outdoors so that children can independently investigate further. Alternatively, staff do not suggest finding a magnifying glass so they can examine it more closely or look in a book to find out more about it. There are books indoors and outdoors, although children do not often choose them. This demonstrates staff do not always extend children's learning because they do not always fully consider how they can achieve the most from the environment they provide. Overall, children achieve the basic skills they need for future learning.

Staff create a welcoming and friendly environment for parents and children. Staff visit parents and children in their home and encourage them to spend time together in the pre-school. This helps children settle well and successfully separate from their parents when they first attend. Staff create a friendly and sociable environment for children and families. Children respond well to staff and are confident and self-assured. Staff continue to encourage children's confidence in readiness for school during dedicated sessions for the older children. Staff also develop links with the schools children are due to attend. This helps them work together so that the transition from pre-school to school is achieved successfully.

Overall, children know what is expected of them and behave well. For example, they help to tidy up before lunch and put the toys away. Generally, staff implement behaviour strategies consistently. For example, staff talk to children about sharing the toys and encourage them to use a timer so they know when they need to change over. Children respond well to this and happily take turns.

Staff raise children's awareness of healthy lifestyles through their daily activities and routines. For example, the door to the outdoor area is always open which encourages children to play outdoors in the fresh air. Staff set out resources to promote children's physical skills for climbing, manoeuvring wheeled toys and developing their hand-to-eye coordination. Children thoroughly enjoy digging in the growing area, balancing guttering tubes on a frame and running around. Children learn about good hygiene routines and confidently explain why they need to wash their hands. Staff encourage parents to provide healthy lunch boxes and provide a nutritious snack, such as fruit and cheese. This helps children learn about healthy eating. However, staff do not take full advantage of routine activities, such as meal times, to fully extend children's learning and encourage their independence. Instead, staff prepare and serve the snack and pour children's drinks. Consequently, children do not learn to do these tasks for themselves.

Staff regularly take children on outings to the local park and woods. Staff use these opportunities to teach children about road safety and how to play safely, for example, when climbing trees. Children also wear fluorescent jackets. This helps them to be seen and keep safe. Overall, there are plenty of resources to support children's all round development. Some are set out, while others are stored in cupboards that are easy for children to access.

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

Management have a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. They implement robust recruitment and employment procedures to ensure staff are suitable to work with children. This includes thorough induction and performance management processes to help staff understand their roles and responsibilities. Management and staff have a clear understanding of child protection issues and know what to do if they have concerns about

a child in their care. Staff check the premises daily and make sure they are safe and secure. These processes positively contribute towards keeping children safe. All the required documentation is in place and maintained appropriately. Children's records provide staff with the information they need to meet children's individual health and welfare needs.

The pre-school is under new management and they are keen to achieve high standards. Management implement effective performance management strategies and help staff develop their skills through further training, supervision and regular staff meetings. Management and staff meet each morning to discuss plans for the day. This helps them prepare for the day and be aware of children's individual needs. Management have completed a thorough review of the pre-school and identify some clear strengths. For example, children have ample opportunities to play in the fresh area and explore their local environment. They have also identified areas for improvement. They recognise there are inconsistencies in the monitoring of children's learning, which means children's progression is not always clear. Management are beginning to take action to address this by improving the systems they use.

Partnership with parents is a strength of the pre-school. Parents are very complimentary about the pre-school and the good relationships they have with staff. They appreciate the opportunity to speak with staff daily and share information about their children. Staff organise regular parents' meetings and encourage parents to view their child's records whenever they want to. Parents are well-informed about all aspects of the pre-school through a range of written and verbal communications. Management and staff work closely with other professionals and agencies involved in children's care. This supports them with meeting children's individual needs and offering the care they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY471355
Local authority	Poole
Inspection number	940736
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	39
Number of children on roll	45
Name of provider	Little Fish Pre-School
Date of previous inspection	not applicable
Telephone number	01202788380

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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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