

Little Fishes Pre-school (Wombwell) Ltd

Hough Lane, Wombwell, Barnsley, South Yorkshire, S73 0EX

Inspection date	07/11/2014
Previous inspection date	18/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The staff have a good understanding of their responsibilities for protecting children and regularly refresh their knowledge. They are confident in their ability to take appropriate action to ensure children are protected from abuse or neglect. This helps to safeguard children.
- The quality of teaching is good. Staff have high expectations of the children and provide challenges that effectively promote their learning. As a result, children make good progress.
- Staff make accurate assessments of children's progress and their next steps in learning. They use this information to plan purposeful play that maintains children's interest. This results in children being motivated learners.
- Partnerships with parents and other professionals are very successful. As a result, parents and children get the support they need.

It is not yet outstanding because

- Staff do not make the most of opportunities to increase the level of responsibility for more able children to help further develop their self-confidence.
- Staff do not always fully embrace the outdoor play area in order to complement the already good learning experiences provided for children inside.

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.

Inspection activities

- The inspector observed activities in the playroom and the church hall, and held discussions with children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector discussed the setting's self-evaluation form and improvement plan with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

June Rice

Full report

Information about the setting

Little Fishes Pre-school (Wombwell) Ltd opened in 2004 and is committee run. It operates from the Wesleyan Reform Church Hall, situated in Wombwell, near Barnsley. The pre-school serves the immediate locality and also the surrounding areas. It opens Monday to Friday from 8.30am until 11.30am and from 12.30pm until 3.30pm term time only. Children attend for a variety of sessions. Children are cared for in one room and also have access to the church hall and an enclosed outdoor play area. There are currently 30 children in the early years age range. The pre-school receives funding for the provision of free early education for two- and three-year-old children. There are currently seven staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The pre-school receives support from the local authority and is registered on the Early Years Register.

What the setting needs to do to improve further

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

- make the most of opportune moments to help more able children to further develop their self-confidence, for example, by increasing their level of responsibility
- complement the already good learning experiences provided for children inside, for example, by using the outdoor environment to help them make further connections in their learning by doing things in different ways.

Inspection judgements

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

Staff carefully observe and assess children's learning and development and they work closely with parents and other early years providers. This helps them to develop an all-inclusive picture of children's abilities and to identify their next steps in learning. Staff use this information to plan for children's individual learning needs. As a result, children are interested and motivated learners who make good progress. The key-person system is securely established and fully promotes strong partnerships with parents and others. For example, parents are encouraged to share information about their children's abilities when they start and to continue to provide updates of new achievements at home. Parents speak highly of the help they receive from their child's key person at key moments in their life, for example, when seeking additional support from other professionals. They also talk positively about how well staff prepare and support children in preparing for their move on to their next learning environment. As a result, children are emotionally ready for their next stage in learning, especially school.

Staff have a good understanding of how children learn through play and make good use of different teaching strategies. They recognise when to get involved in children's activities and when to let children persevere for a little longer. As a result, children learn to work things out for themselves. Staff are very observant of how children interact with each other during play and sensitively remind them to share. Children are well supported in developing their self-help skills. They learn to fasten coats and shoes and to help themselves to a drink when they are thirsty. This helps children to develop good levels of self-control and independence in social situations and builds on the skills they are acquiring as they embark on their first year in school.

Staff plan the inside learning environment well. There is an emphasis on continuous provision with staff well deployed. This works well, particularly for children who like to independently explore their environment. There is always a member of staff nearby to show an interest in what children are doing. Staff make good use of language at these opportune times to support children's language and communication skills. For example, when children decide to explore a large ice block, staff observe them from a distance. When they join the group they encourage children to talk about what is happening to the ice. As children continue exploring the ice with their fingers, they are encouraged to compare cold, wet hands to warm, dry hands. They talk about the smoothness of the ice and how wet it feels. Children notice their fingers have gone pink and staff encourage children to think about what has caused the change in colour and ask 'How does the ice make your hands feel?' However, the use of the outside area is not always fully embraced in order to enrich the already good learning experiences provided inside to help children make further connections in their learning by doing things in different ways.

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

Staff effectively promote children's good health and well-being. They request that parents provide healthy packed lunches and staff provide children with fruit, milk and water during the session. Staff encourage children to talk about healthy foods and explain to them why they need to drink water and milk. This helps to support children's understanding of the need to eat healthily and take care of their bodies. Staff plan an environment that promotes children's independence overall. Children are able to select resources that are age, developmentally appropriate and well presented. Staff are observant as children help themselves to tools, such as scissors. As a result, children learn how to manage risks and behave in ways that are safe for them and others.

Staff provide opportunities for children to participate in physical activity to help promote their understanding of a healthy lifestyle and to develop their physical skills. For example, children enjoy movement to music in the church hall. Staff are enthusiastic as they join children in following the instructions to run, jump and stop at different speeds. They encourage children to listen to their own heart beats when they stop and talk about exercise being good for their bodies. However, challenges for older children during group activities, such as these, are not always ambitious enough to help further develop their self-confidence. Staff teach children to be independent in attending to their own self-care needs, such as going to the toilet and cleaning their nose. Once again, staff are observant and remind children to flush the toilet and wash their hands. As a result, children learn

about good hygiene practice. Staff have high expectations for good behaviour. They model sharing, taking turns and respecting one another. As a result, children co-operate and are considerate towards others.

The key-person system is well embedded and begins during the settling-in process. Staff make good use of the time during the short visits to develop a good partnership with parents and their key children. Parents comment very positively about the emotional support that they and their children receive both during and after these visits. As a result, children settle quickly and parents are happy to leave their children. Children have developed strong emotional attachments to staff and strong friendships with other children. This shows children have built trusting relationships with those around them. Staff have developed good links with other schools children attend. This helps them to effectively support children emotionally as they begin the next stage in their learning.

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

Staff demonstrate a good understanding of child protection and are confident in their ability to effectively implement procedures in order to protect children. All required documentation is in place to support children's safety and well-being. Staff carry out thorough risk assessments and premises are secure. This helps to reduce risks to children and as a result, children are kept safe. Recruitment and vetting procedures help to ensure that staff working with children are suitable to do so. The systems for monitoring the effectiveness of staff practice on children's learning and well-being is effective. The manager completes a yearly appraisal for each member of staff and provides them with additional support and guidance through regular supervision meetings. Staff comment that they feel well supported, both professionally and on a personal basis. As a result, staff work well as a team.

Since the last inspection, staff have attended a variety of training courses on different subjects, for example, Children's Rights, Outdoor Woodland Learning, Promoting Positive Behaviour and Reflective Practice. Action taken to address weaknesses from the last inspection have improved risk assessments and children's access to craft materials. This helps to improve the safety, learning and well-being of children. Staff are committed to working closely with parents, external agencies and other providers in order to support children and their families when the need arises. Staff also complete a progress check for children between the ages of two and three years in a timely manner. As a result, any gaps in children's learning and development are identified quickly and early intervention is sought.

The manager effectively reflects on the quality of the care and education they provide for children. Staff, parents and children are provided opportunities to contribute to this assessment through staff meetings, questionnaires and regular discussions. Staff attend meetings to discuss the planning of the educational programme in regard to children's individual needs and interests. Staff successfully engage with parents and other settings children attend. Consequently, information about children's care and learning is appropriately shared. As a result, children make good progress across all areas of learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY280887
Local authority	Barnsley
Inspection number	861065
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Little Fishes Preschool (Wombwell) Ltd
Date of previous inspection	18/05/2009
Telephone number	07977 730377

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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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