

Little Fishes Pre-School

Furze Platt Memorial Hall, Furze Platt Road, Maidenhead, Berkshire, SL6 7NG



Inspection date

9 February 2015

Previous inspection date

9 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not organise routines and activities to maximise children's learning. This is because the management does not monitor children's learning experiences and the quality of teaching well enough.
- Staff do not consistently challenge children's learning to ensure all children make good progress.
- Some staff's knowledge of safeguarding is not fully secure. They have a basic awareness of possible signs that would raise their concerns and limited understanding about reporting concerns outside the pre-school.
- The safeguarding policy lacks details of the actions to follow in the event of allegations being made against a member of staff.
- Not all records of staff suitability checks were available for inspection, as required.

It has the following strengths

- Staff and parents benefit from positive partnerships and communicate well with each other.
- Children arrive happily at the pre-school and enjoy their freely chosen play.

What the setting needs to do to improve further

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

- improve the quality of teaching through more rigorous monitoring to ensure staff provide experiences, interaction and activities that challenge children so they make good progress
- ensure all staff have a good understanding of safeguarding issues, and that the policy includes procedures to manage allegations against staff
- ensure records of staff suitability are available for inspection.

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

- review routines so that children can persist with activities without interruption, and to minimise waiting times for children
- develop outdoor activities for children that will support their early writing skills.

Inspection activities

- The inspector spoke with staff, children and parents as part of the inspection process.
- The inspector viewed documentation, including children's progress records, policies and procedures, and evidence of some suitability checks.
- The inspector observed children's play, activities and their interactions with staff indoors and outside.
- The inspector completed a joint observation and held a meeting with the supervisor.

Inspector

Sheena Bankier

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff complete regular observations and assessments to identify children's learning needs. However, they do not plan activities which consistently challenge children to extend their learning. Staff develop their understanding of children's starting points and individual needs well through home visits. Children sit on the carpet and join in the singing time appropriately, learning to sit, listen and participate. Staff follow set routines, which at times disrupts children's play and activities. Children wait to wash their hands and then wait again at the snack table and are not engaged in purposeful learning at these times. Staff provide a broad range of resources and activities for children to choose from. However, they do not always ensure activities appeal to children to help them make the best possible progress. For example, outdoor writing resources are not interesting or inviting, so children do not use them. This does not support children who learn better outside to develop skills ready for their next stage in learning. However, children develop some good self-help skills as they learn to change their shoes and put on their coats.

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

Children mostly behave well. Staff intervene appropriately to manage children's behaviour and help to redirect their interest in suitable play activities. Children develop a good sense of belonging and learn to be responsible. For example, they help put up word labels and some staff encourage children's awareness of the meaning of these. Children enjoy being active outside, which supports their good health and physical skills. For example, children balanced on a line of blocks and negotiated space on wheeled toys. Staff manage children's care needs sensitively, ensuring children feel at ease when changing clothing. Staff complete daily risk assessments to promote children's safety. However, some staff's understanding of safeguarding issues is not fully secure to support children's well-being.

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

The management has not ensured the safeguarding policy includes actions to manage allegations. There is suitable information available about Local Safeguarding Children Board procedures. However, not all staff are fully familiar with these as management do not thoroughly check their understanding. The supervisor takes some suitable steps to monitor the quality of the provision, such as through supervision meetings and completing a written self-evaluation. However, these are not rigorous enough to ensure staff understand their roles fully. Some staff have completed training linked to supporting two-year-old children. This helps them to consider suitable toys to put out for children's different ages. Staff link with other settings and professionals to share information, helping to promote a consistent approach. They support children with additional needs and those learning English with suitable strategies. Parents state that the weekly reports they receive help them to support their children's learning at home.

Setting details

Unique reference number	108462
Local authority	Windsor & Maidenhead
Inspection number	835813
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Little Fishes Pre-School Committee
Date of previous inspection	9 November 2011
Telephone number	07855572336

Little Fishes Pre-school opened in 1995. It operates from Furze Platt Memorial Hall on the outskirts of Maidenhead, Berkshire. The pre-school is open five days a week during term time from 9.15am to 1pm, which includes a lunch club from 12.15pm to 1pm. The pre-school employs seven members of staff to work with the children. Of these, the supervisor holds a level 5 qualification, three staff hold level 3 qualifications and two staff hold level 2 qualifications.

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