

Little Fishes Lakenheath

Lakenheath Sports Pavilion, Eriswell Road, Lakenheath, BRANDON, Suffolk, IP27 9AF



Inspection date

9 March 2015

Previous inspection date

20 October 2009

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

Summary of key findings for parents

This provision is good

- Staff are confident. They support children well and use purposeful teaching methods. This means that all children make good progress in relation to their starting points.
- Staff support children well so that they develop a good understanding of healthy lifestyles. Children participate in a variety of physical activities and discuss how this raises their heart rates and helps to develop their muscles.
- Children enjoy a creative range of activities that are closely linked to their interests. As a result, they are motivated and positive in their approach to learning and this prepares them well for the move to school.
- Staff work well with parents. They offer them a variety of practical ways to update their children's assessment records. They also provide useful information that supports parents in building on what children have learned at the pre-school.
- Staff attend training and put their new knowledge into practice. This has a positive effect on children. For example, children are now split into groups at story time. This means that younger children receive relevant support and enjoy simpler books. Older children concentrate as they listen to more complex stories.
- Staff regularly refresh their knowledge of safeguarding procedures through training and updates at meetings. Consequently, they consistently promote children's safety and welfare.

It is not yet outstanding because:

- Staff do not always make the most of all daily opportunities to encourage children to develop their skills in critical thinking to the maximum.
- Staff do not always organise the outdoor area, so that children can choose additional resources, such as writing materials, and extend their play to the optimum.

What the setting needs to do to improve further

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

- enhance the opportunities for children to think critically during activities, for example, by asking more open-ended questions and allowing children additional time to think and respond
- extend children's access to resources in the outdoor area, so that they can make independent choices and extend their play, for example, by providing further materials, so that children can practise their early writing skills as they play.

Inspection activities

- The inspector observed activities in the main hall and the outside area.
- The inspector held meetings with the manager of the provision, who is also the nominated person. She carried out a joint observation with the manager.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of suitability and qualifications of practitioners working with children, the suitability of committee members, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's parent feedback record.

Inspector

Kelly Eyre

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have improved the planning process, ensuring that they offer children a wide variety of activities that promote their development in all areas of learning. Appealingly arranged, accessible indoor resources support children in extending their play and learning. For example, children work together to use the role-play resources to 'make dinner'. They become engrossed and concentrate as they utilise the notepads and pens to write menus and shopping lists. Well planned activities extend children's learning. They read a story and then act this out by building dens and making their own lanterns to light these. In most activities, staff encourage children's critical thinking. For example, they support children to investigate the uses of information and communication technology equipment. Occasionally, they do not optimise these opportunities because they answer some questions for children, or complete some of their artwork. Staff make good use of daily routines to extend children's skills. For example, children love the 'show and tell' session, which follows the current planning and relates to their interests. They eagerly wait their turn and confidently stand up to talk about their item.

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

Staff offer home visits before children start attending. They gather a wide range of information from parents, so that they fully understand how to meet children's needs. This supports children in feeling secure and they quickly build warm relationships with staff and settle well. Staff sensitively support children in managing their behaviour and in building friendships with other children. Consequently, children develop good social skills and are emotionally ready for starting school. Staff organise indoor areas well, so that resources are accessible, enabling children to make independent choices. Resources in the outdoor area are not always as readily accessible. This means that children are not able to extend their play to the optimum. Children gain a good understanding of how to keep themselves and other safe. They learn to use tools and implements, such as scissors and cutlery, safely and efficiently.

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

The manager has a good understanding of the Early Years Foundation Stage. She works with staff and the management committee to review policies, so that these support them in meeting all requirements. There is now a more robust safeguarding policy and children's records include all relevant parental information, thus promoting their welfare. Staff work in partnership with other childcare providers, so that children's care is consistent and their development is promoted. The manager supports staff in attaining higher childcare qualifications. This enables them to develop their practice and, therefore, improve children's daily experiences. The manager's thorough monitoring means that any gaps in children's learning are noted and addressed. For example, staff now offer more opportunities for children to develop their listening skills. Robust evaluation leads to pertinent improvements, such as a more accessible indoor environment.

Setting details

Unique reference number	251561
Local authority	Suffolk
Inspection number	866547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	55
Name of provider	Little Fishes Lakenheath Committee
Date of previous inspection	20 October 2009
Telephone number	01842 861471 mobile 07544579001

Little Fishes Lakenheath originally opened in 1989. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and six hold qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

