

Little Fish Pre-School

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



Inspection date

23 April 2015

Previous inspection date

24 April 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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		Good	2
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:

- The quality of teaching is variable and some is not good enough. Children are not always given the help they need to do well in their development.
- Some learning records are not completed well and make a limited contribution to helping children learn successfully.
- Children, including those who speak English as an additional language, are not always helped to develop their language and speaking skills.
- Leaders do not check that all staff teach children well. They do not do enough to help staff improve their teaching skills.

It has the following strengths

- Children are well-cared for by kind staff.
- Staff work well with parents and foster trusting relationships as a result.
- Children settle quickly when they arrive and they seem pleased to see staff and play with the toys on offer.
- Staff work well with other organisations to support children with additional needs.
- Leaders have an accurate view of what works well and what needs improving.

What the setting needs to do to improve further

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

- improve assessment processes so all staff fully understand the preferences and abilities of all children and set clear targets for children's future learning and development
- improve the quality of teaching and make effective use of assessment information to deliver a challenging and interesting educational programme that fulfils the individual learning needs of each child and supports good language development.

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

- extend systems of staff supervision to include monitoring the quality of teaching so children receive consistently good learning experiences from all staff.

Inspection activities

- The inspector spoke with parents, children, staff and leaders.
- The inspector observed children at play and during meal times.
- The inspector looked at a range of documentation including children's records, policies and procedures, management records and information about how activities are planned.
- The inspector observed the premises and resources used by children.
- The inspector carried out a joint observation with the one of the managers.

Inspector

Susan Mann HMI

Inspection findings

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

The quality of teaching is not good enough. Children receive learning experiences of variable quality and do not make as much progress as they could. Some, but not all teaching builds on what children can already do and helps them learn more. There is a basic range of activities on offer which helps children develop in all areas of learning. Some staff make use of opportunities to develop children's language by encouraging spontaneous pretend-play games or at singing time, for example. However, not all staff do this often enough and many children are not doing as well as they should with their language development. Staff record lots of information about what children enjoy and can do in children's learning journals. They use this to plan what children need to develop next and how to help them do this. Some learning journals are completed skilfully and give good quality information but others are not as accurate or useful. Therefore, some children's learning is not well-planned. These children may not reach their full potential in their development as a result.

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

Children appear comfortable in the care of staff. Staff communicate effectively with parents so they know how best to meet children's needs. For example, at the start, parents accompany their child for as many 'stay and play' settling-in sessions as they wish. Children make choices about what they do and who they wish to play with. Staff are always on hand to give them support. As a result, children develop high levels of independence which will help them be ready for school when the time comes. Staff make good use of available space to give children opportunities which develops their physical skills. In particular, children can spend much of the session outdoors if they wish, exercising and benefitting from fresh air. Children are well-behaved. They understand the need to share and take turns, and they do this well.

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

Leaders have undertaken training and made some improvements since the last inspection. They have improved how learning is planned and how staff record children's development. These systems are appropriate but some staff do not make best use of them. Leaders supervise the work of staff. They discuss general issues but do not make regular checks of how well staff teach children. Therefore, they do not identify weaknesses or take effective action to improve the quality of teaching. Leaders put appropriate emphasis on reviewing how well children make progress. They have devised systems to identify how well groups of children are learning. This overview gives useful information but does not make a great difference because the teaching children receive is not always good. Staff have suitable procedures to keep children safe and know what to do if they have concerns about a child's well-being. They make regular checks of the premises and resources to make sure these are safe. The setting works closely with local schools and professionals who help children with additional needs, sharing ideas to support children and parents.

Setting details

Unique reference number	EY471355
Local authority	Poole
Inspection number	1003782
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	39
Number of children on roll	34
Name of provider	Little Fish Pre-School
Date of previous inspection	24 April 2014
Telephone number	01202788380

Little Fish Pre-School registered in 2013. It operates from three rooms in Sunnyhill Church, in Parkstone near Poole, in Dorset. The pre-school operates Monday to Friday from 8.30am to 3.30pm during school term- time. The pre-school is in receipt of funding for free early education for two-, three- and four-year-olds. A team of nine staff work with the children, including the two managers. One manager has Early Years Professional Status. There are five members of staff with qualifications at level 3 and one with a qualification at level 2.

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