

Little Fish Preschool

Methodist Church Hall, Battersbee Road, Leicester, Leicestershire, LE3 9LD



Inspection date

11 December 2015

Previous inspection date

6 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children build good relationships with staff and other children. They happily enter the pre-school, register their own names and settle down to their chosen activity.
- Teaching is good. Staff have a good understanding of children's interests and abilities. Children's communication and language skills develop well. Staff ask children questions relating to their play and allow them time to think about their answer before responding.
- Children's behaviour is good. Staff acknowledge and praise children's efforts, progress and achievements. Children are kind towards each other and learn to share and take turns.
- The manager and staff have a good understanding of their role in protecting children from abuse and neglect. They take appropriate steps to identify and minimise potential risks within the environment, inside and out.
- Children enjoy spending time outdoors each day. They benefit from plenty of fresh air and engage in various physical experiences that encourage them to be active.

It is not yet outstanding because:

- On occasion, staff do not gather sufficient information from parents about their child's level of learning and development, in order to inform initial planning.
- Staff do not make the most of opportunities to explore children's understanding of the impact of exercise on their bodies.

What the setting needs to do to improve further

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

- strengthen information gathered from parents when they first start about what their children know and can do in order to inform their individual planning of activities
- extend opportunities to develop children's understanding of the impact of exercise on their bodies.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of their role in protecting children from abuse and neglect. The environment is safe and secure and staff assess all areas before children arrive to ensure its suitability. The manager and staff work closely with parents and other professionals and provide a stimulating learning environment for all children. Staff actively seek the views of parents about the pre-school. They use these alongside their own reflection of practice to ensure the continuous development of the service. Parents speak positively about the pre-school. They are made aware of the policies and procedures and value the time taken by staff to share information about their child's learning and achievements. Staff are committed to continually developing their own knowledge and skills. They access training, read literature and share new ideas within the team.

Quality of teaching, learning and assessment is good

Staff plan an exciting variety of activities that support and enhance children's learning. They seek information about children's individual care needs. However, systems for gathering information from parents about their child's starting points are not yet robust. Staff observe, assess and track children's progress. They evaluate activities to ensure they are targeted appropriately and share each child's achievements with their parents. Children's literacy skills develop well. Children recognise the letters that form their name. They select their names as they enter pre-school and register their own attendance. Children see print in the environment and thoroughly enjoy reading books alone or within a group. They confidently count how many children are present and quickly identify the numerals to make the number.

Personal development, behaviour and welfare are good

Children are confident, excited and eager as they enter pre-school. They form close relationships with staff who spend time getting to know them and their families through a gradual settling-in process. Children behave well. They play well with their friends, take turns with toys and work well together. For example, passing each other the decorations for the Christmas tree and agreeing where they need to be placed. Staff support children's self-esteem and confidence and praise them for their good behaviour. Children learn about their community and the wider world. They recognise and talk about similarities and differences. During circle time they greet each other in English and also in the various home languages of children that attend. Children enjoy being active. They move their bodies to music and spend time outdoors each day. However, staff do not always encourage children to be aware of the effect that being active has on their bodies.

Outcomes for children are good

Staff observe, assess and plan for each child. They take account of children's individual needs, abilities and interests. Children are confident and make good progress. They make informed choices with regard to their play and develop the necessary skills they need in readiness for their move to school.

Setting details

Unique reference number	EY293955
Local authority	Leicester City
Inspection number	861495
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	19
Name of provider	Little Fish Preschool Partnership
Date of previous inspection	6 December 2010
Telephone number	0776 5418825

Little Fish Preschool was registered in 2004. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language.

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