

# Little Fishes Pre-School

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



<b>Inspection date</b>	29 January 2016
Previous inspection date	9 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The committee has appointed a manager who does not have the skills and knowledge needed to bring about improvement in the setting. She does not monitor the effectiveness of staff practice or ensure they receive valuable support and training. Teaching is weak and has not improved since the last inspection.
- Assessments of children's learning are inaccurate. Staff do not provide suitably challenging activities to help all children make progress.
- Staff do not have regard for the Special Educational Needs Code of Practice or seek additional support in a timely way for children, to help close gaps in their learning.
- The manager does not keep an accurate record of attendance as required, or promote the importance of children's regular attendance for their learning and well-being.
- Children's health is compromised. Staff do not minimise the risk of cross infection and do not ensure they meet children's specific dietary needs. First aid boxes are not suitably stocked and staff fail to inform parents accurately about their children's accidents.
- Staff do not help children to gain independence skills, for example, managing some tasks by themselves.
- Staff do not promote equality of opportunity and sometimes exclude children according to their gender from some activities, limiting their choices and learning.

### It has the following strengths

- Children enjoy daily outdoor opportunities for exercise and fresh air.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure the manager has the necessary skills and knowledge, and a clear understanding of her role and responsibilities</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ implement robust systems for monitoring the effectiveness of teaching and the educational programmes to ensure that any variations in children's progress are swiftly identified and acted upon so that all groups of children make good progress from their starting points</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ improve the quality of teaching by providing staff with support, coaching and training to help them make good use of assessments to identify children's development and any gaps in their learning, and to plan challenging activities and experiences to improve outcomes for children</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ follow the Special Educational Needs (SEN) Code of Practice and implement effective arrangements to support children who have special educational needs</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ ensure the daily record of attendance contains the names of the children being cared for on the premises and their actual hours of attendance</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ promote the good health of children by ensuring that information about diet and allergies is acted upon</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ take necessary steps to prevent the spread of infection by implementing robust hygiene procedures</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ keep a written record of accidents or injuries, and first aid treatment for all accidents that occur on the premises, and inform parents in a timely way</li> </ul>	04/03/2016
<ul style="list-style-type: none"> <li>■ ensure the first aid boxes contain appropriate content for use with children.</li> </ul>	04/03/2016

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

- provide opportunities for children to develop their independence skills and learn to look after themselves in readiness for school
- improve the organisation of resources to give all children equal opportunity to make choices in their play.

**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 manager and looked at samples of children's assessments and records, and a range of other documentation.
- The inspector held a meeting with the manager and two representatives from the committee.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views.

**Inspector**

Melissa Cox

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The manager does not ensure staff promote children's safety or good health. Since the last inspection, the manager and staff have improved their understanding of who to contact if they have a concern about a child. However, the manager is not vigilant in identifying the wider issues that affect children's safety and well-being. The quality of provision has declined since the last inspection. The committee has appointed a new manager, but previous weaknesses remain. Staff do not maintain accurate records of accidents or attendance. The manager does not make effective use of training to bring about improvements. Staff do not benefit from any mentoring or support to improve their teaching. The manager does not monitor children's progress or teaching effectively. Staff do not plan educational programmes to narrow the gaps in children's learning. The manager does not use additional funding to improve outcomes for children.

### **Quality of teaching, learning and assessment is inadequate**

Staff do not provide challenging or sufficiently interesting activities to engage children and extend their learning. Staff have a weak understanding of how to identify and support children who have special educational needs. While some older children occupy themselves, many others wander around unoccupied. Staff busy themselves with routine tasks rather than meaningful interaction with children to support their learning. Staff promote gender stereotypes; boys and girls are directed to resources and activities that staff define by gender, for example, the dressing up clothes are displayed on separate rails for boys and girls. Staff share inaccurate information about children's learning so parents do not have a clear picture of their children's progress.

### **Personal development, behaviour and welfare are inadequate**

Staff do not understand how to promote good hygiene practice. For example, children wash their hands in a communal bowl of water before eating. Staff have not considered whether this practice has contributed to children's high levels of non-attendance at the time of inspection due to ill health. Staff do not check the ingredients of snacks to safeguard children with allergies. They do not record sufficient detail of any accidents children have. The first aid box supplies are out of date. Staff fail to help children develop independence skills. Children have to ask to use the toilet and tissues are out of reach. Staff do tasks for children that they can do themselves. For example, children are not encouraged to put on their coats and shoes before they go outside to play.

### **Outcomes for children are inadequate**

Children do not make expected levels of progress or gain the necessary skills to prepare them for school. Children who have special educational needs do not get the extra help they need to support them to make progress.

## Setting details

<b>Unique reference number</b>	108462
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	1006910
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of provider</b>	St Peter's Furze Platt Little Fishes Pre School
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	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 six staff; of these, three staff hold qualifications at level 3.

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