

Little Fishes Pre-School

St Mary's Church Centre, Churchgate Street, Old Harlow, Essex, CM17 0JR



Inspection date

21 March 2016

Previous inspection date

15 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Significant improvements have been made since the last inspection. Suitability checks have been carried out for all committee members. The staff use vigorous risk assessments, stringent safety measures and effective safeguarding procedures to help children feel safe and secure.
- Children benefit from a stimulating and well-organised environment, both inside and outside. This is one example of how staff help children to be motivated to learn. Children display high levels of independence as they choose their own activities.
- The manager regularly evaluates the learning experiences and tracks all children's ongoing progress. This helps to identify and narrow any gaps in their learning. Disabled children and those with special educational needs receive swift and targeted intervention. Children make good progress based on their starting points and capabilities.
- Children who speak English as an additional language are effectively supported. Parents provide recordings of key words and phrases in children's home languages. This helps staff to understand how to pronounce words as they encourage children to engage in activities and daily routines.
- Children enjoy listening to stories relating to events through the year. As staff teach them about Easter, children discuss their experiences from home and learn how each other celebrates special events.

It is not yet outstanding because:

- Staff are not fully successful in ensuring the youngest children are consistently engaged during some small-group times.

What the setting needs to do to improve further

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

- improve how all groups of children receive consistent support and challenge that enable them to learn to the highest possible level, especially during small-group times.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector carried out a joint observation and held a meeting with the pre-school manager.
- The inspector looked at children's assessment records and planning documents. A range of other documents, including the safeguarding policy, were also seen.
- The inspector checked evidence of the suitability and qualifications of the staff working with children and of the committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of child protection issues and know how to report concerns to the relevant agencies. Staff turnover is low and thorough recruitment and induction procedures are in place to ensure that any newly appointed staff are suitable to care for children. The manager's and staff's practice is supported through regular supervision meetings. The well-qualified staff work very well together and regularly share their new knowledge gained through research and training. For example, all staff have increased their awareness of supporting children who speak English as an additional language. Parents' views are actively sought and help to inform the pre-school's good self-evaluation and action plans.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's learning. They use their good knowledge and experience to identify children's next steps in learning. Most children become highly engaged during adult-led activities. They are confident to talk to a large group about their special toys from home. However, on occasions, the group times are too long to hold the concentration of the youngest children. Children engage very well in imaginative play. They negotiate roles and act out familiar scenarios. For example, they pretend to go to the park with their babies. They take a drink with them in case they become thirsty and a camera to take pictures. Outside, children enjoy pretending to be mechanics as they mend cars. Staff provide pens, car manual books and diagrams of cars to help children to develop their literacy skills as they play.

Personal development, behaviour and welfare are good

The key-person system is well established and effective. Children develop warm and close relationships with staff. They are happy and confident to explore their surroundings. Children show pride in their achievements. They happily show and describe their pictures to visitors and are excited to take them home. Children play well together and have forged strong friendships. Staff consistently encourage children to be independent. For example, they choose when to have snack and serve themselves. Staff manage children's behaviour very well. When minor disagreements occur, they offer children time to think about their actions. This is one example of how staff promote opportunities for children to solve problems independently. Children have many occasions to play outside. They engage in a wealth of fun activities and enjoy being physically active. Parents speak very highly of the pre-school; they feel their children are well cared for and make good progress.

Outcomes for children are good

Children are making good progress in their learning and development. Some children's literacy and mathematical skills are developing exceptionally well. They demonstrate high levels of mathematical understanding as they recognise and use numbers beyond 20. Children write many words independently and ask for harder words to be written for them to copy. Children are keen to support each other, such as by showing their friends how to draw shapes. They praise each other when they succeed. All children are effectively developing the skills they need for future learning at school.

Setting details

Unique reference number	402043
Local authority	Essex
Inspection number	1031200
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 - 4
Total number of places	26
Number of children on roll	32
Name of provider	Little Fishes Pre-School Committee
Date of previous inspection	15 October 2015
Telephone number	07790929274

Little Fishes Pre-School was registered in 1992. The pre-school employs six members of childcare staff, of whom all hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, from 9.15am until 12.15pm, term time only. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports disabled children, those with special educational needs and those who speak English as an additional language.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

