

Little Fish Preschool Limited

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



Inspection date

21 April 2016

Previous inspection date

23 April 2015

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

- Leaders have taken effective steps since the last inspection to bring about necessary improvements. They have worked closely with support officers in the local authority and have made positive changes to the quality of teaching.
- Staff provide children with an interesting and exciting environment both indoors and outside. As a result, children are keen to come to pre-school, they behave well, enjoy their learning and make good progress.
- Children who speak English as an additional language are particularly well supported. They quickly learn to understand and speak English because staff speak to them clearly and frequently.
- Staff regularly provide parents with information about how their child is doing at pre-school. Parents value the daily discussions they have with staff. They enjoy looking at and contributing to the record kept of their child's learning and development.

It is not yet outstanding because:

- On occasion, some staff do not extend children's learning well enough.
- Sometimes large group activities are not well organised and as a result a few children become easily distracted.
- Systems for leaders to closely check the progress of individuals and groups of children are developing but do not include everything that the staff team know about the children in their care.

What the setting needs to do to improve further

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

- ensure leaders make good use of everything that is known about individual children to more swiftly identify children with lower levels of learning and development and help them to catch up
- ensure all staff consistently use opportunities available to maximise children's learning and improve the organisation of large group activities so that children do not become easily distracted.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspector conducted a joint observation with one of the managers.
- The inspector held meetings with the managers and owners of the pre-school and with local authority development officers.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's evaluation of their provision, policies and procedures and evidence of suitability of staff working in the preschool.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jane Burchall HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders now have an improved picture of the effectiveness of teaching because they are more closely monitoring staff's practice. They observe staff working with the children and identify ways in which teaching can improve. In regular meetings, leaders discuss the progress individual children make and offer staff relevant help, advice and guidance. They encourage staff to access training and gain further qualifications so that teaching continually improves. For example, staff have an improved understanding of how children develop vocabulary which in turn has improved the accuracy of assessments. Leaders support less confident staff to improve their skills as they model effective teaching. They ensure children are offered a wide range of experiences. Leaders are developing their use of information to identify quickly where children are at risk of falling behind in learning and development. Safeguarding is effective. Comprehensive policies underpin staff's knowledge of child protection and what to do if they have a concern about a child. Leaders work closely with children's social care and the local children's centre so that families get the support and help they need.

Quality of teaching, learning and assessment is good

Staff regularly observe children in their play and use this information well to build a picture of what children know and can do and what they need to learn next. Staff provide a good range of activities that take account of children's interests. Organisation of resources enables children to select resources for themselves and lead their own learning. Where teaching is at its strongest, staff support children to reflect on their learning and to build on their knowledge and interests. For example, together staff and children search for bugs and, when they find some, use reference books to find out more. When children show an interest in pirates, staff build a 'pirate ship' with them in the outside play area and they look for 'treasure'. Some staff, however, do not always develop children's thinking to deepen their understanding or help them to solve problems for themselves.

Personal development, behaviour and welfare are good

Children settle quickly into the pre-school and enjoy attending because they have close relationships with the adults who care for them. They understand what is expected of them and are learning to take responsibility; they eagerly help to tidy up the toys because staff make this fun by, for example, singing a tidy up song. Children feel proud of their achievements and are keen to be rewarded with stickers for being polite and for caring and sharing. They are learning about how to lead healthier lifestyles. They have very regular access to playing outside in the fresh air and are provided with healthy snacks.

Outcomes for children are good

Staff place a good focus on supporting children to be ready for school. Children confidently make choices and are independent. They are able to communicate with staff and each other and develop well physically. They work well in small groups and understand how to share and take turns. Leaders and staff make effective and creative use of additional funding so that children identified as being at risk of delay, including children with disabilities, make good progress and catch up.

Setting details

Unique reference number	EY471355
Local authority	Poole
Inspection number	1017726
Type of provision	Full-time 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	39
Number of children on roll	28
Name of provider	Little Fish Pre-School Limited
Date of previous inspection	23 April 2015
Telephone number	07951154770

Little Fish Pre-School registered in 2013. It operates from 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 four staff work with the children, including the two managers who also own the pre-school. One manager has Early Years Professional Status. The other manager and the two staff members hold early years qualifications at level 3.

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