

Little Fishers

Little Fishers, 13 Hampton Court Road, Birmingham, B17 9AE



Inspection date

5 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Teaching is good. The well-qualified practitioners know the children well and have a secure knowledge of how children learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Practitioners are good role models. They speak to children in a calm and respectful manner. Children enjoy a close and caring relationship with their key persons, who help them to feel settled and promote their emotional well-being.
- Children's personal, social and emotional development is strong. All children are seen as unique individuals. Clear plans are in place to support children who have special educational needs or disability to ensure all children achieve well.
- Partnerships with parents, local schools, agencies and other providers work well and make a strong contribution to meeting children's needs. Parents speak very highly about the provision and the progress their children make. They say that their children are happy and that practitioners take a genuine interest in their children, giving them their full attention.

It is not yet outstanding because:

- Practitioners do not always obtain enough information from parents about what children already know and can do when they first start, to help them plan their learning fully from the outset.
- The manager does not always focus precisely on how they monitor the progress of different groups of children to help her to identify gaps in their learning and the provision.

What the setting needs to do to improve further

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

- build on the range of information gained from parents about what their child already knows and can do when they first start, and use this information to further support children's learning and development from the outset
- build on the already good monitoring of children's progress to further identify gaps in achievements between different groups of children.

Inspection activities

- The inspector had a tour of the nursery and outdoor area with the deputy manager.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's learning and development records and planning documentation. She also looked at the nursery's improvement plans.
- The inspector checked evidence of the suitability and qualifications of practitioners.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A good range of training has been completed to promote safeguarding within the setting. This means that practitioners are clear about the procedures to follow in the event of a concern about a child. Practitioners work effectively as a team, they are deployed well and the required adult-to-child ratios are monitored closely each day to ensure requirements are met. Risk assessments are carried out before children arrive to make sure the environment is safe and secure. All the required documentation is in place and accurately reflects details of any accidents or incidents involving children. Children's individual progress is checked closely to identify any gaps in their learning and development. This ensures children receive any additional support they may need.

Quality of teaching, learning and assessment is good

Practitioners help children to learn in many different ways and use effective teaching strategies to engage children in their learning. They have good interactions with children, and encourage them to question, explore ideas, enjoy their learning and have fun. Practitioners take good account of children's interests when planning activities and use their observations effectively to plan children's next steps in learning. Key group time works very effectively to focus on listening skills, sharing and counting while playing board games and talking about letters and sounds. Younger children explore their senses and like to fill and empty pots with oats. Children use their imagination and creative skills successfully. They enjoy manipulating dough and make patterns while painting. They are enthusiastic in their make believe and pretend play and they love to dress up.

Personal development, behaviour and welfare are good

Children play and learn in a welcoming and stimulating environment. Practitioners have a very kind and caring approach and are sensitive towards children's individual needs. Children's health and physical development is promoted effectively. Practitioners use national strategy guidance to promote physical activity and a healthier environment for children. Children enjoy healthy snacks and well-balanced meals. They thoroughly enjoy time spent outdoors on the 'beach' and digging in the sand. Interventions regarding any children's inappropriate behaviours are sensitive and focus on developing friendships and being kind. Practitioners encourage children to play in a safe way. For example, indoors they have to use their 'walking feet'. Children learn about the needs of others and they reflect on their discussions about Eid, and what families do to celebrate the festival. This helps children learn about diversity and to respect others.

Outcomes for children are good

Outcomes for children are good. The provider, manager and practitioner team hold high expectations of what children can achieve and children get off to a good start in their learning. Children make choices about their play and they develop the confidence to express themselves and share their views. They are confident, keen and enthusiastic learners who love to explore the wide range of activities available to them. Their literacy and mathematical skills develop effectively.

Setting details

Unique reference number	EY490865
Local authority	Birmingham
Inspection number	1055350
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	30
Number of children on roll	52
Name of registered person	Lydia Anne Tibbs
Registered person unique reference number	RP516981
Date of previous inspection	Not applicable
Telephone number	07894337792

Little Fishers was registered in 2015. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 3 to 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who have special educational needs or disability, and children who speak English as an additional language.

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