

Little Fishes Day Nursery

4 Molivers Lane,, Bromham, Bedford, Bedfordshire, MK43 8JT



Inspection date	19 January 2017
Previous inspection date	21 August 2013

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

- Managers are motivated to continually improve the quality of care and education. They effectively use information gathered through self-evaluation to focus on areas for improvement. For example, staff are now more able to plan meaningful activities following comprehensive changes of how they use information gathered through observations.
- Children are motivated to learn. Toys and equipment are set out and stored at a low level, helping children to find what they would like to use or play with.
- Staff provide a range of interesting activities that triggers children's imagination and curiosity. Children add cereal to their dough models to create creatures, while babies feel different textures when they investigate mashed potato.
- Staff carefully consider the abilities and stage of development children display before they move them on to a new group room. Children visit the new room for short periods before they stay for full sessions. Children become familiar with the new environment, staff and routines, helping them quickly settle in their group.

It is not yet outstanding because:

- On occasions, staff interrupt children's learning and activities in order to carry out routines, such as nappy changes. At mealtimes, children wait unnecessarily for prolonged periods of time to receive their food.
- Staff sometimes miss opportunities to encourage children to predict outcomes and to solve problems for themselves and with their friends.
- Managers do not effectively use staff supervision to target professional development, helping to raise the already well-qualified staff's knowledge and practice to the highest level.

What the setting needs to do to improve further

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

- make arrangements so that children's learning is not interrupted and waiting times are minimised
- encourage children to think about how they can solve problems, predict outcomes and complete tasks independently or with their friends
- enhance staff's professional development so that it strengthens their already good teaching and increases their potential to deliver high-quality education.

Inspection activities

- The inspector observed activities both inside and outside the nursery. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the provider and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of the suitability of staff. She looked at documentation, including the safeguarding procedures, action plans and records of children's progress.
- The inspector took into consideration the views of parents spoken to on the day of inspection and written in emails and letters.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about child protection procedures and know how to report any concerns about children's welfare. Managers ensure staff are suitable to work with children and hold the appropriate qualifications they need to carry out their role. Staff effectively use risk assessments to help them identify hazards that children encounter. For example, staff remove equipment that is unsafe and carefully supervise children when they walk between the two buildings used by the nursery. Managers work closely with staff from other settings that children attend or will move on to. They share information about children's progress to help provide continuity in their learning. Staff who have recently gained relevant qualifications share new ideas with managers and staff. They use opportunities to try out different activities and help to enhance the environment in which younger children and babies learn.

Quality of teaching, learning and assessment is good

When children first start to attend the nursery, staff find out from parents what their children can already do and know, and what they like. This helps them to plan activities to support children's learning right from the start. Staff repeat activities that children have previously enjoyed to help extend their learning. Children help staff construct a den in the garden. They choose different pieces of material to peg on to a frame. Staff encourage them to use exciting words to describe the textures and patterns they use, helping to extend their language. Staff monitor children's progress and regularly share this information with parents. They give parents ideas to help support children's learning at home, contributing to continuity of learning.

Personal development, behaviour and welfare are good

Staff are good role models. They listen to the children and praise and encourage them. They remind children of simple rules, such as taking turns to slide down a small slide in the garden. Children learn to put their own coats and outdoor footwear on and put their hats back into a box when they return inside. Key persons work closely with parents to help ensure familiar routines from home continue when their children are at nursery. Children enjoy daily opportunities to play and exercise in fresh air. Babies enjoy walks around the local area in pushchairs, raising their awareness of the world around them. Meals and snacks are prepared using fresh ingredients, which children thoroughly enjoy. Children are taught how to wash their hands. They understand when and why they need to wash, helping them establish good hygiene routines.

Outcomes for children are good

Children make good progress. They are inquisitive and eager to learn. Children have a good range of opportunities to develop their skills using pencils and scissors. They learn to recognise numbers and letters and learn to listen and follow instructions. When the time comes, children are ready to move on to the next stage in their learning at school.

Setting details

Unique reference number	EY315940
Local authority	Bedford Borough
Inspection number	1064796
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	53
Number of children on roll	104
Name of registered person	Julie Ann Lawrence
Registered person unique reference number	RP513554
Date of previous inspection	21 August 2013
Telephone number	01234 825152

Little Fishes Day Nursery was registered in 2006. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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