

Lakenheath Little Fishes

Lakenheath Sports Pavilion, Eriswell Road, Lakenheath, BRANDON, Suffolk, IP27 9AF



Inspection date

Previous inspection date

27 April 2017

9 March 2015

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

- Staff are highly effective in supporting children who have special educational needs and/or disabilities. They work closely with parents and other professionals to ensure they develop a clear understanding of each child's individual needs. Staff are highly effective in ensuring that all children are able to participate in activities and routines.
- Children have daily opportunities for exercise and fresh air in the stimulating outdoor area. These help to promote their good health and support their physical well-being.
- Partnerships with parents and carers are excellent. Staff are very successful in engaging parents in their children's ongoing learning. They provide activity ideas to help parents support their children's learning at home. Parents speak highly of the setting. They comment on the supportive staff and about how their children enjoy attending.
- Staff give good support to children's literacy skills in the pre-school. Children have regular access to a range of resources, both indoors and outside, to stimulate their early reading and writing skills, preparing them well for their move to school.

It is not yet outstanding because:

- The manager monitors staff's performance but has not yet embedded this process to ensure high-quality supervision.
- On occasions, staff complete tasks that children could undertake for themselves. This does not help children to make use of every opportunity to consolidate and extend their independence.

What the setting needs to do to improve further

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

- focus staff supervision more precisely on identifying where and how the quality of teaching can be raised to an exceptional level, in order to achieve outstanding outcomes for children
- extend opportunities for children to take on more responsibility for carrying out small tasks for themselves, in order to extend their learning further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff get to know the children well and have a good awareness of their individual needs. They make accurate assessments of what children know and can do. They identify any gaps in learning and provide additional support when necessary. Staff effectively spend additional funding, such as the early years pupil premium, to help to promote children's development. Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and are fully aware of what to do should they have concerns about children's welfare. Rigorous recruitment and induction procedures are in place to help to ensure that all staff are suitable for their role. Staff have robust policies and procedures that are in line with current legislation and guidelines to support their good practice.

Quality of teaching, learning and assessment is good

Staff carefully organise the environment so that children have opportunities to play with a wide range of toys and resources. Children confidently choose what they would like to do next. For example, they creatively make 'pancakes' in the mud kitchen, experiment with cardboard tubes to make 'rockets' and eagerly investigate items in the water tray. Staff interact purposefully. They get down to the children's level and join in with their play, providing support when required. Staff provide rich opportunities for children to develop their speaking skills when engaging with others, particularly in small groups. Children are motivated and interested during the well planned, focused activities. Staff listen well to children. They sensitively repeat what children have said to support them to hear the correct pronunciation of words. This contributes to the good progress children make.

Personal development, behaviour and welfare are good

Staff are friendly, approachable and support children to settle well. Children are happy and enjoy their time at the setting. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise children as they recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. Staff pay close attention to health and safety. They are vigilant and carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff support children to follow good hygiene routines.

Outcomes for children are good

Children develop many skills needed to help them to prepare for the next stage in their learning, such as starting school. They make friends and learn how to share and take turns. Children are familiar with the daily routines. They develop their counting skills, learn to listen and respond to instructions. Children eagerly join in with familiar phrases and actions during whole-group activities. They enjoy looking at books independently. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	251561
Local authority	Suffolk
Inspection number	1090290
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	55
Name of registered person	Lakenheath Little Fishes Committee
Registered person unique reference number	RP905284
Date of previous inspection	9 March 2015
Telephone number	07544579001

Lakenheath Little Fishes was registered in 1989. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 2pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

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