

# Little Fishes Pre-School

Furze Platt Memorial Hall, Furze Platt Road, Maidenhead, Berkshire, SL6 7NG



## Inspection date

16 May 2017

Previous inspection date

20 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The well-qualified staff team plans a broad range of activities that motivates children to join in. All children, including those learning English as an additional language and those who have special educational needs and/or disabilities, make good progress.
- Staff support children's developing independence well. For example, they help children learn to use knives to spread butter and to develop independence with self-care.
- Partnerships with parents are strong. For instance, staff inform parents about their children's progress and gain ideas about children's achievements from home. The regular two-way flow of information provides consistency in children's learning.
- Staff frequently praise children for their efforts and achievements, and encourage them to be considerate, kind and respectful.
- Leaders evaluate the provision well. They gain parents' and children's views and devise clear action plans to guide improvements.

### It is not yet outstanding because:

- At times, staff do not encourage children to share their thoughts and ideas, to think and solve problems for themselves.
- Staff do not provide children with consistent opportunities to develop a greater awareness of similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their thinking skills in their everyday play
- broaden children's awareness of diversity in the wider world.

### Inspection activities

- The inspector had a tour of the inside and outdoor areas used by the pre-school.
- The inspector spoke with parents, staff and children to gain their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector observed staff and children during play and completed a joint observation with the manager.
- The inspector discussed the self-evaluation process with the provider and manager.

### Inspector

Alison Southard

## Inspection findings

### Effectiveness of the leadership and management is good

The recently appointed manager works well with the provider and they have made significant improvements since the last inspection. For example, staff now complete accurate observations and assessments of children's learning. The manager monitors children's learning effectively to check the progress they make. Safeguarding is effective. Leaders ensure that staff know the procedures to follow if they have concerns for a child's welfare. Recruitment is rigorous and helps to ensure the suitability of the staff. Leaders provide ongoing support and training to the staff to help develop their knowledge and skills. Staff build good relationships with local schools and agencies. Morale is high and good teamwork is having a positive impact on the provision for children.

### Quality of teaching, learning and assessment is good

Staff make regular observations of children's development and plan activities that help to build on what they know and can do. Staff use a range of strategies to support children learning English as an additional language. For instance, they reinforce vocabulary as they repeat words for them to hear and then children repeat them back. Staff introduce mathematics well into children's play. For example, they help children as they count spots on large dice and to recognise colours and shapes. Staff encourage children to develop their literacy skills well. They plan a range of activities to support children's early writing skills, such as when children enjoy writing on the large whiteboard outside.

### Personal development, behaviour and welfare are good

Staff form positive relationships with children. Children are happy and confident to explore. They make independent choices in their play. Staff encourage children to be physically active. For example, all children have daily opportunities to play and explore in the large outdoor area. They use a range of resources with which they build and construct. Staff aid children's development in learning about healthy lifestyles. For example, all children learn the importance of handwashing before they eat. Behaviour is good. Staff ensure that children know what is expected of them. Staff teach children how to stay safe. For example, children regularly practise the evacuation drill.

### Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning. They enjoy being creative. For example, children create 'potions', enjoy imaginative play and participate well during active song time. They play cooperatively and learn to respect one another. Children develop key skills in readiness for school. For example, they learn to recognise and write familiar words, such as their names.

## Setting details

<b>Unique reference number</b>	108462
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	1095699
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	St Peter's Furze Platt Little Fishes Pre School
<b>Registered person unique reference number</b>	RP524422
<b>Date of previous inspection</b>	20 June 2016
<b>Telephone number</b>	07855572336

Little Fishes Pre-School registered in 1995. It is situated in Maidenhead, Berkshire. The pre-school is open five days a week from 9.15am to 1pm, during term time, which includes a lunch club from 12.15pm to 1pm. The pre-school employs seven staff. Of these, six staff hold appropriate qualifications at level 2 or 3.

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