

# Fish Montgomery

Montgomery Primary School, Redvers Road, Exeter, EX4 1BS



## Inspection date

Previous inspection date

30 November 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children behave well. Staff work hard to manage children's behaviour and help them to understand their high expectations. Children are pleased to see each other and the staff, and they have strong friendships.
- The management team provides good support, supervision and opportunities for staff to gain childcare qualifications. It evaluates its practice well, seeking children's and parents' feedback to accurately assess and meet their needs.
- Good partnerships with parents and the school ensure staff know the children well. Some staff work in the school, so there are close links to share important information and ensure consistent care for children.
- Staff have a good understanding of children's interests and abilities. They plan activities and the environment well to enable children to make choices. They seek children's input into the planning, which motivates their enthusiasm to take part.
- Staff support children well in their skills that underpin their learning at school. They engage children well in discussions and encourage their language development effectively, extending their vocabulary.

### It is not yet outstanding because:

- Although children have good opportunities to play outdoors, staff do not consistently reinforce children's understanding about the importance of dressing appropriately with regard to the weather.
- Staff occasionally miss opportunities to help children extend their ideas and find out what they want to know.

## What the setting needs to do to improve further

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

- help children to consistently develop their understanding of how to keep healthy and safe outdoors according to the weather
- encourage children to extend their ideas and challenge them to find out what they want to know.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children and had a meeting with the provider.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of the provider's self-evaluation and offered the manager a joint observation.
- The inspector sampled documentation, including policies and procedures, information for parents and staff records.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff supervise children really well and follow successful procedures to keep them safe. Staff carry out good daily checks of the premises and follow important procedures when collecting children from school. For instance, they record children's attendance straight away and contact parents if there are any unexpected changes. The manager and staff have a good understanding of safeguarding procedures. They know what to do to protect children's welfare and report any concerns if children are at risk. The provider and manager regularly evaluate the provision, seeking parents' and children's views to know what works well and what action to take to develop practice further. For example, they have strengthened their partnerships with the school to help children settle quicker when they are new to the club. Regular staff supervisions and support help to keep the standard of practice high and staff have good opportunities to gain childcare qualifications. Through training, staff have reviewed the use of role play to provide a wider range of experiences. The provider supports the manager well and shares good practice from all settings to support staff effectively in their roles.

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

Staff know how to complement children's learning at school. For example, children look after their belongings, understand routines and are confident communicators. They have introduced having a snack helper to provide opportunities for all children to have further responsibilities. Children listen well to staff and follow instructions to play games. Staff support children well in developing their imagination, such as using shredded paper as snow to build a Christmas tree. Staff plan activities that children are eager to take part in, such as making salt dough decorations. They listen to the children's ideas for activities and discuss what resources they need for the next day. Parents confirm that staff keep them well informed of their children's experiences.

### Personal development, behaviour and welfare are good

Children have a strong sense of belonging. They settle quickly on arrival at the setting and there is a relaxed but busy environment. Staff plan the environment well. Children have space to be quiet and relax, and to be active. They make independent choices and in the outside areas they use climbing and balancing equipment that helps them to manage appropriate risks successfully. Children help themselves to nutritious snacks and pour their own drinks. Snack times are a social occasion with children and staff engaging in discussions about their school day and outside interests. Staff speak to the teachers when they collect the children to know what sort of day they have had, to meet children's needs well. Young children have good support from staff to help them feel secure and included, which supports their emotional development effectively. Staff use praise and encouragement to help the children feel valued. Children gain a positive awareness of each other's differences and their similarities. Staff help children gain good values, such as listening to each other's opinions and voting to find out what the majority wants to do.

## Setting details

<b>Unique reference number</b>	EY492370
<b>Local authority</b>	Devon
<b>Inspection number</b>	1025017
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	Fun in School Holidays (FISH) Partnership
<b>Registered person unique reference number</b>	RP528211
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	08445618847

Fish Montgomery registered in 2015 and is one of 10 privately owned provisions. It operates from Montgomery Primary School in Exeter. The setting provides out-of-school care for children between the ages of three and 11 years who attend Montgomery Primary School. The club is open between 7.45am and 9am and between 3.15pm and 6pm from Monday to Friday, term time only. The club has a manager who is qualified in early years and in playwork at level 3.

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