

Little Fishes Soft-PlaySkool

West Cross, Caen Street, Braunton, Devon, EX33 1AQ



Inspection date

24 May 2018

Previous inspection date

26 August 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 caring, welcoming and friendly. They routinely share important information about children's individual needs with each other, to ensure each staff member knows all children well. Children arrive confidently and settle in quickly. They feel content in staff's company and show affection, such as through spontaneous cuddles.
- Staff accurately assess children's learning and plan good challenging adult-led activities. For example, they promote children's dexterity effectively by teaching them to use tweezers to pick up small objects. This helps to develop the coordination and control needed to support children's early writing skills, in preparation for starting school. Children make good progress in their learning.
- The management team is committed to providing the best quality care and education. It proactively evaluates the provision to target areas for development. For instance, it has successfully focused on providing a broader range of outdoor opportunities for children, to build children's confidence and promote healthy lifestyles.

It is not yet outstanding because:

- The management team does not support staff as well as possible to recognise when and how to extend children's thinking and speaking skills, to initiate and engage them more in detailed discussions, for example, at snack times and mealtimes.
- Staff do not consistently organise adult-led group activities as effectively as they could, to support all pre-school children to participate fully and focus for longer periods.

What the setting needs to do to improve further

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

- support staff to recognise and make best use of opportunities to model language and engage children in detailed discussion more effectively
- review the organisation of group activities in the pre-school room, to encourage all children to join in and help them learn to concentrate for longer.

Inspection activities

- The inspector observed children's play both inside and outdoors, including their participation in adult-led activities.
- The inspector carried out a joint observation with the provider and manager, to evaluate the quality of teaching and learning during a planned activity.
- The inspector took account of the views of children, parents and staff spoken to on the day of inspection.
- The inspector held a meeting with the manager and provider at appropriate times during the inspection.
- The inspector sampled a range of documentation, including self-evaluation forms, children's learning records, and staff's suitability checks.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a clear understanding of the signs that a child might be at risk of harm. They know how to refer any concerns about a child's welfare to the relevant professionals. The management team monitors children's progress closely, to help it reflect on the quality of practice and provision. For example, the management team has successfully targeted the personal and emotional development of children through carefully planned activities. It is keen to develop its systems further to monitor the progress that different groups of children make, to gain even more detailed information to inform its self-evaluation. The management team provides good support to ensure staff understand their general responsibilities. For instance, staff receive regular supervision meetings to discuss their key children and any training needs. They make good use of training to enhance children's experiences, such as providing more outdoor activities that support children to assess and take risks in their play.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting activities that, overall, motivates children to take part and try out their ideas. For instance, they encourage the older children to use the soil and tea set to make 'meals'. Children imaginatively describe what they have 'prepared' for staff to eat and drink, and show delight when staff play along with their game. Staff teach children to hold pencils with control from a young age and toddlers do so confidently, happily drawing with purpose. Babies and young children are curious. For example, they enjoy seeing toy cars move across the floor when they push them down a slide. Older children competently move in different ways, such as climbing and jumping from the soft-play equipment. Staff work hard to engage parents in their children's learning, to help them get to know children early on and enable good consistency.

Personal development, behaviour and welfare are good

Children form strong attachments with their key person and quickly develop a sense of belonging. For example, babies and toddlers confidently stand up at group times to place their name label on the self-registration board. Older children have high self-esteem. For instance, they assure staff they can dress themselves, which they manage skilfully. Children gain good social skills and play harmoniously together, such as listening to and incorporating each other's ideas during imaginative play. Staff are positive role models and help children to understand the expectations. Children behave well. They listen to and follow staff's instructions, and often use good manners without prompt.

Outcomes for children are good

Children make good progress and gain the skills that prepare them well for the next stage in their learning, including school. For example, they become confident at counting and learn to recognise their written name. Older children listen well to staff when they read stories, and join in singing and acting out nursery rhymes. Younger children are motivated to learn, such as exploring the sounds of different musical instruments.

Setting details

Unique reference number	EY240501
Local authority	Devon
Inspection number	1128592
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	21
Number of children on roll	41
Name of registered person	Elizabeth Laura Trantham
Registered person unique reference number	RP905695
Date of previous inspection	26 August 2015
Telephone number	01271 817 968

Little Fishes Soft-PlaySkool registered in 2002. It operates from the town of Braunton in North Devon. The nursery is open each weekday from 7.30am to 5.30pm, for 50 weeks of the year. It receives nursery education funding for children aged two, three and four years. There are currently nine members of staff, including the owner. The owner holds early years professional status, the manager holds a relevant level 3 qualification and six members of staff hold relevant qualifications between level 2 and 7.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

