

Inspection date	9 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

The provision is outstanding

- Excellent self-evaluation enables the provider and staff to target improvements that have the most impact on children. They seek children's views and act on these. For example, staff trained to deliver basic first-aid training to children, in response to their request to learn these skills.
- Children's confidence and self-esteem are extremely good. Children have excellent relationships with staff, who consistently encourage them to be independent and listen very well to children's thoughts and ideas. As a result, children are highly emotionally secure and they very confidently talk about how they feel.
- Staff have excellent relationships with parents, who speak very highly about the benefits to their children of attending the club. For example, they particularly commend the range of outdoor activities their children enjoy in the woodland, and how these help to develop their children's confidence and practical skills.
- Staff use their extremely good observations of children to keep teachers very well informed of their achievements, particularly where these support their current learning goals. For example, they informed teachers that children used their scissor skills very well as they made autumn-themed headbands.
- Children are very imaginative and creative. For example, they became completely absorbed in their role play, creating different voices to characterise the dolls as they re-enacted a favourite story.

What the setting needs to do to improve further

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

- consider bringing books into the outdoor environment to enhance children's literacy further.

Inspection activities

- The inspector had discussions with the provider, manager, staff, children and parents.
- The inspector observed staff and children engaged in activities, indoors and outside.
- The inspector sampled required documents and records, including policies and procedures, and children's individual records.
- The inspector talked to the provider and staff about their understanding of safeguarding and how to help protect children from harm.

Inspector

Julie Neal

Inspection findings

Effectiveness of leadership and management is outstanding

The provider and manager support staff extremely well and, as a result, staff are highly committed to providing children with the best possible play experiences that help them to build on what they learn in school. Staff have excellent relationships with teachers, who keep them very well informed about children's current learning. For example, staff encourage children to count the number of times they go back and forth on the rope swing, which supports the counting skills they learn in Reception class. Safeguarding is effective. The provider, manager and staff demonstrate an extremely good awareness of local safeguarding procedures and what to do to help protect children from harm.

Quality of teaching, learning and assessment is outstanding

The provider, manager and staff plan and provide excellent activities that interest children and challenge them very well. They use their skills extremely effectively to encourage children to build on what they already know and to apply their knowledge confidently to new projects. For example, staff very skilfully encouraged children to use their mathematical skills when den building to make sure these were big enough for them all to gather together. Staff teach children extremely well about how to recognise potential risks and manage these safely, further enhancing their independence. For example, staff showed children how to use a power drill to make holes in their conkers. Having made sure each child fully understood how to do this safely, they trusted in children's abilities, supervising and supporting but never interfering. As a result, children were extremely proud of what they achieved and eagerly showed their parents. Overall, staff encourage children to use their developing literacy skills very well. However, children have fewer opportunities to select books to read when outside.

Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent. Older children are consistently extremely good role models to their younger friends. For example, they helped younger children who struggled to reach high enough to put the roof on their den. When staff praised their achievements, older children gave younger ones the credit, talking about 'teamwork'. Children have an extremely good understanding of the importance of diet and exercise in keeping healthy. For example, they enjoy helping to plan and cook their meals and snacks, which helps them to develop an awareness of a well-balanced and nutritious diet. They eagerly join in a wide variety of physical activities, some of which are unusual and exciting, such as using inflatable 'sumo suits' to help develop balance and coordination.

Setting details

Unique reference number	EY537075
Local authority	Devon
Inspection number	10057021
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 10
Total number of places	24
Number of children on roll	40
Name of registered person	Fun in School Holidays (FISH) Partnership
Registered person unique reference number	RP528211
Date of previous inspection	Not applicable
Telephone number	08445 618847

F.I.S.H. at St Michael's School, Exeter registered in 2016. It is privately owned and is one of 10 provisions of out-of-school care in the South West. It provides a service each weekday from 7.30am to 9am and 3.15pm to 6pm, term time only. The holiday club runs from 8am to 5.30pm during school holidays. There are five members of staff. The manager has a Master's degree in early education and two staff hold a qualification at level 3.

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