

# Little Fishes Nursery School



St. James' Church Centre, Church Lane, Rowledge, Farnham, Surrey GU10 4EN

<b>Inspection date</b>	14 May 2019
Previous inspection date	31 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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 create a highly inclusive environment for children. Children are very happy, confident and secure. They form close bonds with staff, who are caring and attentive to their individual needs. Staff's nurturing approach helps promote children's well-being.
- The manager and staff work extremely well together. Ongoing self-evaluation helps to identify areas for development. There is a clear vision for the nursery, and the manager and staff share high aspirations for children's learning and development.
- Staff manage children's behaviour well. They put in place strategies to help children develop their social and emotional skills. For instance, they make effective use of sand timers to help enable children to learn how to share and take turns with the resources.
- Partnerships with parents are good. Parents feel fully involved in their children's learning and regularly receive updates about their children's progress. They are provided with ideas for activities that support continued learning at home.
- Children make good progress and develop the necessary skills for their next steps in learning and for their move to school. They develop particularly good early literacy skills. For instance, children enjoy exploring a range of different tools to make marks, including paint, chalks and crayons, and learn to give meaning to the marks they make.
- The manager has recently introduced changes to the tracking which make it clearer to see the progress children are making. The manager analyses the information from tracking and identifies emerging gaps in learning and development at the earliest opportunity.
- Although staff teach children about good hygiene procedures, such as hand washing, this is not always consistent.

## What the setting needs to do to improve further

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

- continue to embed the changes made to the tracking system to ensure that all children continue to make the best possible progress
- help children to develop a greater understanding of the impact that highly effective hygiene routines have on their good health.

### 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 completed a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the setting's development plan.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

#### Inspector

Sarah Richards

## Inspection findings

### Effectiveness of leadership and management is good

A robust recruitment and induction process is in place. Following recruitment, regular supervision of staff enables them to feel supported in maintaining good levels of care and education for children. Safeguarding is effective. The manager and staff have a secure understanding of their roles and responsibilities to ensure children are kept safe. They understand what the different signs of abuse are and know the protocol they must follow should they have a concern about a child's welfare. Comprehensive written risk assessments cover all aspects of play and are reviewed regularly, to help reduce risks to children. The manager works in partnership with other professionals to secure funding for children who require additional support. For instance, they use the funding effectively to provide extra staffing for children to receive one-to-one help to enhance their learning. Staff have strong links with the local primary school and with other settings where there is shared care. This helps to ensure consistency in care and learning approaches.

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

The indoor and outside environments provide children with a broad range of learning opportunities. Staff make effective use of observations to plan exciting activities for children that support their next steps in learning. For example, staff build on children's interest in pirates as they organise searching for treasure. Children discuss the colours and shapes of jewels they find and count them as they fill the chest. This helps to promote their communication skills and mathematical understanding. Children learn to use tools with good control and successfully develop their mathematical language. This is illustrated when staff talk about the amount of dough they have and use words such as 'more' and 'less' to describe quantity with children.

### Personal development, behaviour and welfare are good

The key-person system is well established. Staff help children to form strong attachments. They are good role models who make effective use of praise to encourage children to 'give it a go' to gain a sense of achievement. For instance, children are eager to show staff how they use a 'hula hoop' after persevering for a long time. Opportunities to promote children's physical play are very good. For instance, children enjoy using climbing frames and balancing beams, to help develop their strength and coordination. Staff take children on regular outings, to help build links with the wider community. For instance, children go on walks in the local area, visit the church and learn about a diverse range of cultural events.

### Outcomes for children are good

Children develop very positive attitudes to learning and enjoy challenges. From a young age, they learn to handle books and enjoy singing nursery rhymes. Their literacy skills are developing well. Children self-register, which helps them to recognise their name in print. Older children are beginning to recognise letters and the sounds they represent. They enthusiastically 'have a go' at writing their names on their artwork. Children demonstrate good independence skills, such as putting on their clothes and opening their lunch boxes.

## Setting details

<b>Unique reference number</b>	110268
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10104178
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	St James' Parochial Church Council
<b>Registered person unique reference number</b>	RP519713
<b>Date of previous inspection</b>	31 March 2015
<b>Telephone number</b>	01252 794617

Little Fishes Nursery School registered in 1996 and is located in Farnham, Surrey. It is open Monday to Thursday from 9am to 3pm and on Friday from 9am to 12.30pm, during term time only. There are nine members of staff. Two members of staff have a degree in Childhood Studies and the manager and another member of staff hold qualified teacher status. Of the remaining staff, three hold relevant qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years old.

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