

# Inspection of Little Fishers

Little Fishers, 13 Hampton Court Road, Birmingham B17 9AE

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Inspection date:

21 November 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Staff transform the environment daily into an inviting, well-resourced place that children come and enjoy. Children are happy and content and they settle quickly. Staff ensure children's individual care needs are met effectively and help them to feel safe and secure. Staff observe children and assess their level of development. They generally plan a curriculum to help children develop skills for the future. However, this does not precisely focus on helping every child make the best progress. Some staff do not show a strong enough understanding of how to support the youngest children's development. Furthermore, the organisation of routines and activities does not support all children's learning needs. As a result, some children are not well challenged or focused enough in their learning. That said, overall, children behave well and many older children show that they are motivated to learn. Children have opportunities to develop their imagination as they excitedly play in the fire station role-play area. Staff's warm interactions ignite children's play ideas. Children freely make choices about what they want to play with. They have good opportunities to develop their physical skills as they take part in wake and shake activities and play outdoors. Children enjoy balancing on blocks and join in with group games, such as 'What's the time Mr Wolf?' They thoroughly enjoy mark making with chalks.

### What does the early years setting do well and what does it need to do better?

- The manager leads a dedicated staff team. She completes supervisions and identifies some training needs to build on staff skills. She has a general overview of the setting and gains parents' feedback. However, supervision, monitoring and evaluation do not focus precisely enough on planning, teaching and learning across the whole setting. Consequently, some weaknesses in practice have not been identified.
- Older children are well prepared for school. Staff help them to recognise their names and children are beginning to write recognisable letters. Children count confidently to 10 and are beginning to count beyond. The most able children are challenged to do simple sums and they are proud when they get the answers correct. However, some of the younger, less able children are not supported as effectively for their future learning. The planning of activities is not consistent for all children. This means some children are not provided with challenging activities that help them to make the best progress in their learning, so that gaps close quickly.
- Staff act as positive role models. Children are polite, well mannered and play cooperatively with their friends. However, at times, younger children wander around and struggle to regulate their behaviour. Staff do not implement the best strategies to enable children to learn how to manage their own behaviour.
- Children benefit from a language-rich environment and staff generally promote

children's communication and language. They question children and encourage them to think and respond. However, during adult-led activities, such as large-group story and singing time and key-group time, staff do not adapt activities or their teaching methods to suit the learning needs of all children. Consequently, some children lose interest and do not participate as well as others.

- Staff use a feelings board to help children to say how they feel. Older children explain their feelings and say what makes them feel a certain way. This builds on their emotional well-being. Staff respect all children. They celebrate children's backgrounds and traditions and involve parents and children in many celebrations. This helps children to develop an awareness of people and communities beyond their own.
- Partnerships with parents are established. Parents provide positive feedback and say how happy they are with the nursery. Staff hold parents' meetings to share children's development and next steps for learning. They send out newsletters which provide parents with information about what activities and themes they are working on, to promote learning at home.
- Staff help children to understand how to keep themselves safe. They talk to them about road safety and some children recall what they have learned about how to keep safe when crossing the road. They eagerly talk about the crossing patrol person and zebra crossing. Children learn about fire safety as they play in the role-play area.
- Children benefit from a key person who takes their time to get to know them well. Children are confident and they move around the setting with ease. They are encouraged to be independent and do things for themselves. For example, children pour their own drinks and serve themselves at mealtimes. Staff complete training and initiatives such as 'start well', which has resulted in a big focus on promoting children's good health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Staff provide children with a safe and secure environment. They complete risk assessments to eliminate any risks to children and ensure robust collection procedures are in place. All staff complete safeguarding training. Policies and procedures are implemented well and staff demonstrate a good understanding of their responsibilities to protect children from harm. Staff are alert to the signs and symptoms of abuse, including wider safeguarding concerns. They have a suitable understanding of the reporting procedures and will ensure that any concerns are raised with the relevant agencies.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure all staff plan an ambitious curriculum, taking into consideration all children's individual learning needs, so that all children are supported to make consistently good progress and build on skills for the future, closing any gaps in learning quickly	27/02/2020
improve the arrangements for the supervision of staff, monitor teaching practice more effectively and identify further ways to enhance the quality of teaching and learning experiences offered to all children.	27/02/2020

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

- review the organisation of routines and group activities to help the youngest, quietest and less able children become more engaged in their learning
- consider further strategies to be used to help younger children to regulate their own behaviours and help them to develop an understanding of expectations and boundaries quickly.

## Setting details

<b>Unique reference number</b>	EY490865
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10076517
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Tibbs, Lydia Anne
<b>Registered person unique reference number</b>	RP516981
<b>Telephone number</b>	07894337792
<b>Date of previous inspection</b>	5 July 2016

## Information about this early years setting

Little Fishers registered in 2015. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and one has an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## Inspection activities

- The inspector was accompanied by a shadow inspector.
- The inspector completed a tour of the premises. The manager explained how the provision is organised to support children's care and learning.
- The inspector observed children's play and interactions with the staff indoors and outside. She observed the quality of teaching and assessed the impact on children's learning.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the manager. She reviewed a range of documentation, including the suitability of staff and training certificates.

We carried out this inspection 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.

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