

Inspection of Little Fish Preschool Limited

Sunnyhill Church, Sunnyhill Road, Poole, Dorset BH12 2DH

Inspection date: 28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff team work well together to create a welcoming environment. Children easily access the resources they need, which are well organised and inviting. They are engaged and motivated in their play and learning. Staff have a good understanding of children's interests and provide exciting and meaningful learning experiences. For example, children work together to build a wall, actively including others and deciding together where the bricks will go. Children develop good levels of confidence, social skills and friendships. These skills prepare them for their future learning well. Children, including those who speak English as an additional language, make good progress from their individual starting points. They join in eagerly with activities and are prepared well for their next stage in learning, including their move to school.

Children's behaviour reflects the calm and happy atmosphere staff create in all areas of the pre-school. Staff are good role models and treat children with kindness and respect. They build warm and trusting bonds with children and their families. All children, including the very youngest, are happy and settle quickly. Parents recommend the pre-school highly and value the support staff give to their children to ensure continuity in their care and well-being.

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

- Staff make regular observations and assessments of children's learning to support children in making good progress. Overall, key persons know their children well and use what they know to plan effectively for children's next steps in learning. However, key persons do not consistently ensure that all staff and parents are informed of children's current learning needs. Staff and parents do not always have the information they need to fully challenge children's learning at the pre-school and at home. For example, staff occasionally miss opportunities to extend the children's communication and language skills to a higher level.
- Children develop the skills they require to help them prepare for their eventual move to school. They learn to take responsibility, such as how to keep themselves safe, and gain good independence in their self-care skills. For instance, they self-register and know where to put their coats and lunch boxes.
- Younger children explore the environment with confidence. For example, they involve themselves in activities, such as building bridges using small wooden blocks for toy animals to cross, engaging confidently with familiar adults. Older children concentrate well as they play fishing games, roll dough and complete jigsaw puzzles.
- Staff promote children's good health and ensure they benefit regularly from being active. They provide well-planned outdoor experiences to ensure children

have regular and good physical play. Staff teach children how to keep themselves physically safe. For instance, children negotiate the outdoor space and small ramp well when they ride on wheeled toys. Staff provide snacks and activities that support a healthy lifestyle.

- Since the last inspection, the manager has reflected well on some aspects of the pre-school and made effective changes. For example, she has improved the organisation of large-group activities so that children do not become easily distracted. The children concentrate and listen well during circle times.
- The manager monitors children's progress and has a good understanding of areas of children's progress that need additional focus. Children in receipt of additional funding, or those with special educational needs and/or disabilities, get the support they need to make good progress from their starting points.
- The manager supports staff well, including through regular individual and team meetings. However, she does not consistently evaluate staff practice to precisely focus on raising the quality of teaching and children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of their roles and responsibilities to protect children from harm. They have a good understanding of how to keep children safe and know what actions to take if they have concerns about a child's welfare. The manager and staff supervise children well. The deployment of staff means that children's welfare is assured at all times. The manager meets with staff regularly and implements robust suitability checks for all staff, including on an ongoing basis. She ensures that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- ensure that all staff and parents are informed clearly about children's current learning needs and are able to fully support children's learning in the pre-school and at home
- strengthen the evaluation and feedback of staff practice to raise the quality of staff's teaching to the highest level.

Setting details

Unique reference number	EY471355
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10075612
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	39
Number of children on roll	17
Name of registered person	Little Fish Pre-School Limited
Registered person unique reference number	RP909299
Telephone number	07951154770
Date of previous inspection	21 April 2016

Information about this early years setting

Little Fish Preschool Limited registered in 2013. It operates Monday to Friday from 8.30am to 6pm all year round. The pre-school receives funding to provide free early education for children aged two, three and four years. A team of six staff work with the children, including the manager who also owns the pre-school. Of these, four have an early years qualification at level 3, one has a level 2, and the manager has early years professional status.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms, as well as outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and took account of their views.
- The manager and the inspector discussed the plans for children's learning and the progress children make.
- The inspector spoke to parents during the inspection and also took account of the views of parents in references seen on the day.

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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