

Inspection of Little Fishes Pre-School

Shoeburyness & Thorpe Bay Baptist Church, 90 Thorpedene Gardens,
Shoeburyness, SOUTHEND-ON-SEA SS3 9JD

Inspection date: 3 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thoroughly look forward to and enjoy their time at pre-school. They are highly engaged in activities that give them a wonderful understanding of the world around them. For example, they eagerly cast their vote to decide what activity they will have the next day. Children excitedly count out the tokens that they have posted and realise that it is a close result. Children understand that they may not always get their choice and happily agree to try again next time. They learn mathematical skills as they add the total number of tokens.

Children relish their time in the garden. They are highly motivated to make mud cakes in the mud kitchen. Children scoop out soil in ladles, measuring cups and pots. They fill muffin trays and huge bowls and pretend to cook them. Children use their imaginations and are engrossed in their play. They feel safe and secure as they race around the large garden. Children play together kindly and considerately. They beam with pride as staff praise them for trying hard when, for example, they persist in throwing a ball through a basketball hoop. Children delight in blowing bubbles and take turns and share the bubble mixture.

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

- Children are warmly welcomed by kind and very supportive staff. They have formed strong bonds with staff and enjoy cuddles and snuggling on their laps to read a story. Staff encourage children to be independent. For example, the 'star of the day' is in charge of counting children at registration. They ring the bell enthusiastically for routine activities. This gives children a sense of responsibility and they are proud to do their important job.
- Partnerships with parents are excellent. Parents comment that staff are 'incredible'. They are thrilled with the progress their children make at the pre-school. Parents appreciate the skills and confidence children develop that help them to make a smooth transition to school. Parents value the regular key-person meetings. They discuss children's progress and work together with staff on their next steps.
- Staff help children to gain an understanding of other people in the community. For example, they visit a local care home and sing songs and do craft activities with older residents. Children learn about those less fortunate than themselves through charity drives. For instance, they sponsor a South African pre-school and learn how other children live around the world. Children are learning to appreciate how they are unique and respect diversity in others.
- Children enjoy making play dough on their own. They are able to mix the ingredients together and find the strong scent in the dough fascinating. They work together well as a team. However, occasionally, staff do not challenge older and more-able children in activities to help them to make further progress.

- Staff and parents appreciate how approachable leaders are. The dedicated staff are a close team who have worked together for a long time. They commit to supervisory roles that enhance their skills and expertise. Managers motivate staff through regular supervision meetings. They advise staff and discuss their career development and next training opportunities. The team continuously looks at ways to improve and enrich children's experiences.
- Children with special educational needs and/or disabilities are particularly well supported. Staff work in close partnership with parents and outside agencies. They use thoughtful teaching strategies and put individual care plans in place. Children make rapid progress from their starting points and are gaining independence skills.
- Staff carefully plan interesting activities that follow children's interests. For example, children excitedly discuss how fire fighters are real-life superheroes after a fire drill. Staff create an exciting fire station role-play area. Children enjoy playing with giant fire engines and pretend to be firefighters. Staff teach children about the people who help them in their local area. However, staff do not consistently extend children's language development to the highest levels while they play.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of their role in identifying and addressing any concerns relating to safeguarding or wider child protection issues. They attend ongoing training to keep up to date. Staff have cue cards that they can refer to quickly if they are alerted to any concerns. Leaders conduct safer recruitment procedures and check that staff remain suitable in their roles. New staff complete a thorough induction to confirm their suitability 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:

- provide older and more-able children with greater challenge in activities to help them to make the best possible progress
- explore ways to enhance children's language development to the highest levels through their play.

Setting details

Unique reference number	EY417708
Local authority	Southend-on-Sea
Inspection number	10071995
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	51
Name of registered person	Little Fishes Pre School Committee
Registered person unique reference number	RP530178
Telephone number	01702 382897
Date of previous inspection	29 September 2015

Information about this early years setting

Little Fishes Pre-School registered in 2011. The pre-school employs 10 members of childcare staff. Of these, one member of staff holds qualified teacher status, one holds an appropriate early years qualification at level 4, seven at level 3 and one at level 2. The pre-school employs eight bank staff and an administrator. The pre-school opens Monday to Friday from 9am to 3pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The manager and the inspector completed a tour of the pre-school. The manager explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outside, and assessed the quality of education and the impact on children's learning.
- A joint observation was carried out by the inspector and the pre-school manager.
- The inspector spoke to parents during the inspection and viewed references that they had emailed through and took into account their views.
- The inspector held discussions with children, staff and committee members at appropriate times throughout the inspection and looked at relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020