

Inspection of The Friendly Fish Nursery

5 Selborne Place, Selborne Road, Littlehampton, Sussex BN17 5NH

Inspection date: 4 June 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

The passionate manager and staff provide an inclusive, homely environment where children's uniqueness and individual needs are celebrated. Children of all ages play, explore and learn with great confidence. They are particularly happy and secure, and enjoy their time spent at the nursery very much.

Children enthusiastically join in with the wide range of activities on offer and eagerly follow their own interests. Babies and toddlers enjoy cuddles with staff, who are affectionate and attentive to their needs. Older children are very sociable and build strong friendships. They actively include others in their play, such as when drawing each other and acting out stories with toy dinosaurs.

Overall, staff have high expectations for what children can achieve, particularly for those with special educational needs and/or disabilities (SEND). They keenly gain expertise from local speech and language therapists, where necessary, and put highly effective support in place to help children catch up in their learning.

All children benefit from regular story time, singing sessions and daily access to the adventurous garden. Older children are particularly interested in nature, and they confidently understand how things change and grow over time. For example, they show fascination as they closely observe the life cycle of frogs. Children are inquisitive and motivated learners, who are well prepared for the next stage in their education.

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

- The dedicated manager and staff implement a broad and thoughtful curriculum which ensures all children achieve well. Throughout the nursery there is a high priority placed on building children's confidence, self-esteem and independence. Subsequently, children of all ages show a can-do attitude and are keen to do things for themselves. For example, babies enjoy feeding themselves, toddlers quickly learn to potty train, and older children dress themselves confidently.
- The manager and staff are keen to expand children's experiences, such as through their 'beach school' sessions. During these, children explore nature, discover wildlife and learn to take risks, such as walking on slippery rocks. Staff observe children's play closely and plan varied activities to build on their interests. For example, during the inspection, pre-school children excitedly explored a hairdresser role-play area. They marked down in note pads when 'appointments' were made and they eagerly discussed what hairstyles they wanted.
- Staff are strong and positive role models, and guide children's behaviour sensitively. Children are kind, helpful and considerate to one another. They

patiently take turns when playing board games, and they listen thoughtfully to each other's ideas during their imaginary play. They learn to be respectful and helpful members of the nursery.

- Overall, staff know the children very well and assess their development closely. They sequence children's learning successfully. For example, toddlers make big marks with crayons and chalks, which leads to pre-school children using pencils to draw detailed pictures and write their name. However, baby room staff do not always plan precisely for what children need to learn next to build fully on what they already know and can do. Although interactions with babies are good, their individual learning is sometimes not fully considered.
- Staff support children's communication and language development successfully throughout the nursery. They model words and simple sentences clearly for babies, who learn to confidently express themselves through gestures, sounds and first words. Toddlers enjoy being read stories and eagerly join in with the bits they know as they snuggle in to listen. Pre-school children speak very well and use a wide range of vocabulary. For example, during a group time, they asked if they could go around the circle 'anticlockwise.'
- Partnerships with parents are effective overall, and parents are very appreciative of the high levels of care their children receive. They comment on how happy and enthusiastic their children are at attending. Staff give plenty of feedback about children's care and experiences. However, they do not consistently share information with all parents about what children are learning in the nursery and how they can be supported further at home.
- The ambitious manager leads her staff team very well and creates a highly positive atmosphere for their well-being and progression. Together, they reflect closely on the impact of the nursery and continually strive for improvement. Since the COVID-19 (coronavirus) pandemic, staff now complete their training online, but speak positively about the opportunities and learning this has provided.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff receive regular training to update their safeguarding knowledge, and regularly questions them to check their understanding. Staff confidently know the signs that indicate a child's welfare may be at risk, including from extremist views. They fully understand local referral procedures and the importance of recording and reporting any concerns. The manager uses an effective recruitment process and regularly checks to ensure all staff remain suitable to work with children. Together, they maintain a safe and secure environment and minimise any risks to children quickly and vigilantly.

What does the setting need to do to improve?

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

- identify and support babies' individual learning needs even more precisely
- give parents more consistent information about what children are learning and how they can be supported further at home.

Setting details

Unique reference number	EY563468
Local authority	West Sussex
Inspection number	10194275
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	156
Name of registered person	The Ginger Bread House Day Nursery Ltd
Registered person unique reference number	RP533685
Telephone number	01903713917
Date of previous inspection	Not applicable

Information about this early years setting

The Friendly Fish Nursery registered in 2018. It is situated in Littlehampton, West Sussex. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- This was the first routine inspection the provider received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the provider.
- The inspector was given a tour of the nursery by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection, and they undertook a joint observation of an activity.
- The views and opinions of the staff, the children and the parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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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