

# F.I.S.H

Inspection report for early years provision

---

**Unique reference number** EY397985  
**Inspection date** 07/04/2010  
**Inspector** Jacqueline Allen

**Setting address** Ladysmith Junior School, Pretoria Road, Exeter, Devon,  
EX1 2PT  
**Telephone number** 08445618847  
**Email** ladysmith@fishkids.co.uk  
**Type of setting** Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

F.I.S.H registered to commence out-of-school care in September 2009. It is one of four facilities operating in Devon by the same private owners. It operates from Ladysmith Junior School in the Heavitree area of Exeter, Devon. The group has use of the sports hall and a designated room with kitchenette, as well as various toilet facilities. Children have access to the field and playground for outdoor play.

The group is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 40 children under eight years old. The after-school club operates from 3.30pm to 6pm, during term time only. The group opens from 8.30am to 5.30pm, during school holidays. They currently have 120 children on roll, of whom, 32 are in the early years age range.

The two owners are both level 3 trained and are supported by six members of staff who all hold or are working towards a level 2 or level 3 qualification in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for by a dedicated, attentive staff team, who value each child and ensure their individual needs are met. This ensures that children feel safe and are confident to make best use of the wide range of excellent resources and activities, which fully support their learning and development. The owners routinely evaluate their practice and involve the staff team in identifying any weaknesses and ideas for improvement. This ensures that the outcomes for children are continually improving. The partnerships with parents, schools and other agencies are given high priority, which ensures inclusive practice and appropriate support for all children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- review further the organisation of daily routines to ensure these are consistently effective at reducing cross infection and promoting healthy eating.

## **The effectiveness of leadership and management of the early years provision**

Staff's understanding of their responsibility to safeguard children is highly valued and encouraged through their compulsory attendance at a level 2 training course. Robust policies and procedures support staff's excellent child protection knowledge and ensure that their suitability is extensively considered and monitored. Effective

systems are implemented to record children's medication needs and accidents, and share these with parents. Potential risks are appropriately addressed, both within the premises, and on outings, to ensure children are safe. Accident records are well monitored to reduce the chance of repeat injuries, which links effectively with risk assessments. This shows their fantastic ability to continually monitor their provision and make ongoing changes, which benefits children's care. Self-evaluation and ongoing improvement is given the highest priority by all staff who continually strive to improve the outcomes for children. Minor issues relating to promoting healthy eating and hygiene are responded to very positively by the owner, who immediately plans changes to benefit children in these areas.

Staff are highly skilled at planning activities which keep children interested, motivated and having fun. They use their initiative to provide additional activities in another room, in order to meet children's individual needs and provide supportive interaction, as required. Resources are exciting, fresh and well utilised to encourage children's participation. For example, the inflatable maze is a popular play activity on its own, but staff add smoke, organise team games and 'laser maze', which further enriches children's learning.

Children enjoy recording their opinion of the provision and particular activities in the 'diary room', and relish the opportunity to see themselves on the computer screen. This helps parents to gain an insight into their child's day and provides reassurance. Parents can access information about the provision via the website and regularly receive information via email or post, as preferred. Parents' comments, suggestions and ideas are welcomed as much as their children's and those of staff, which helps to constantly develop what they do and, hence, move the provision forward. Staff also take a lead role in establishing effective working relationships with other professionals and the school where children attend. This ensures they have an exceptional knowledge of each child's background and needs, which promotes their integration and ensures they are appropriately supported.

## **The quality and standards of the early years provision and outcomes for children**

The staff have a full understanding of how young children learn and progress and ensure that activities reflect rich, varied and imaginative experiences that meet the needs of all children exceedingly well, within a welcoming and stimulating environment. Thus, children are highly motivated, enthusiastic and confident to participate in all activities. They show high levels of persistence as they practise their ball skills, carefully colour in pictures and participate in arts and crafts. Children delight in the challenge of exploring the inflatable maze and work well together, whether in small or large groups, showing consideration for each other. Staff are attentive to children's needs and make the effort to get to know all children to ensure they feel valued and safe by chatting amiably as they play, walk to the park and have their lunch. Hence, relationships are positively fostered and new children are confident to forge friendships with their peers.

Children enjoy participating in parachute games, sharing the use of the Wii to race

against each other, broadening their creative skills as they do arts and crafts and challenging their physical skills when they use the swings, slide and climbing frame at the park. They are learning to keep themselves safe as they listen attentively to staff's instructions before using equipment, walk in pairs to the park and are clear on set boundaries. This helps them to feel safe. Children routinely wash their hands before eating and after toileting and are generally encouraged to eat healthily. Staff provide parents with literature to support them in offering healthy alternatives and have cool packs and a fridge available to store children's food, to ensure it is safe to eat. Children are actively encouraged to participate in exciting physical games and spend time in the fresh air to benefit their health. Children feel valued as staff listen attentively to them when they speak and expect the same in return, which encourages positive behaviour. Staff are excellent role models who remain calm and positive when dealing with minor disputes and encourage openness and honesty, which ensures that any issues are quickly sorted. Children benefit from this approach and are keen to support each other as they offer to help open lunch contents. Children communicate effectively with their peers and staff, and are learning to consider other's feelings and opinions which are vital skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met