

Little Fishes Pre-School (Brackley)

Brackley Baptist Church, Waynflete Close, Brackley, Northamptonshire, NN13 6AE



Inspection date	10 November 2015
Previous inspection date	8 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's personal development and well-being are effectively supported by the warm and affectionate care given to them by the pre-school staff. Children demonstrate a real sense of belonging.
- Effective partnership working with parents means that there is a united approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- Staff are well qualified and attend a wide range of training courses. The manager makes effective use of their individual skills to enhance the care and teaching children receive.
- Accurate systems are in place to evaluate the progress of different cohorts of children. This helps to promptly identify any need for early intervention and supports all children, including those with additional needs, to make good progress in their learning.
- Recruitment and selection practices are robust and vetting procedures for staff and volunteers are thorough. This helps to ensure that only suitable adults work with children.

It is not yet outstanding because:

- Staff do not always encourage children to select and use resources to further promote their creativity, imagination and independent learning, particularly during role-play activities.
- The performance management and supervision of staff is not yet highly focused enough on monitoring their levels of practice to further extend the quality of teaching.

What the setting needs to do to improve further

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

- promote children's creativity, imagination and independent learning more effectively, encouraging their selection of resources to enhance and extend their role play
- build on the systems for staff performance management and supervision and increase the potential to consistently deliver the highest quality of teaching.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision and a member of the committee.
- The inspector looked at a selection of children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management is good

The manager has a clear understanding of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Staff's knowledge in relation to safeguarding children is very secure. They are fully aware of the procedures for reporting concerns. The staff team work very well together and are keen to improve outcomes for children. Staff regularly attend training workshops to update their knowledge. This has a positive impact on the learning experiences offered to children. Observations of staff practice, supervision and support of the staff team are undertaken regularly. However, the performance management and supervision systems are not sufficiently rigorous to ensure that the professional development of each member of staff is sharply focused. The manager oversees staff's monitoring of children's development. Where identified, additional support is swiftly put into place, ensuring children receive the help they need.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They model good language and effectively introduce new vocabulary and words into conversations. Children sit in the cosy reading area looking at books while having a cuddle with their key person. Staff help children to count in planned activities and numbers are displayed for children to see in areas, such as the bathroom and outdoors. Staff know children well. They choose timely moments to extend children's learning and offer further support as needed, ensuring they are suitably challenged. However, staff do not always actively encourage children engaged in imaginative play to extend their learning by adding resources themselves. Staff provide resources and activities to help children learn about people outside their immediate families and community. Children demonstrate a good understanding of the world around them and detail the roles of people who help us in the community following a visit to the local fire station.

Personal development, behaviour and welfare are good

Children are well cared for in this calm, welcoming environment. They have developed strong, secure bonds with the staff which help them feel safe. Children enjoy healthy snacks and the spacious outdoor play area provides good opportunities for daily physical activities. Children enjoy making tea in the mud kitchen and hunting for mini-beasts under logs. They behave well because staff offer clear explanations and set appropriate boundaries which children understand. Staff value children's efforts and achievements and use praise effectively to reinforce positive behaviours. This enables children to develop good self-esteem and confidence.

Outcomes for children are good

All children make good progress. Children are learning to be independent, for example, by hanging their coats on pegs and pouring drinks at the snack table. Older children are well prepared for school. Their literacy skills are developing well. Children recognise the sounds that letters make and some know how to read and write their own name.

Setting details

Unique reference number	219979
Local authority	Northamptonshire
Inspection number	865834
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	35
Name of provider	Little Fishes Pre-School (Brackley) Committee
Date of previous inspection	8 December 2010
Telephone number	01280 705295

Little Fishes Pre-School (Brackley) was registered in 1994. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6 including one with Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 12pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and disabled children and those with special educational needs.

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