

Little Fishes @ St Peters



St. Peters Church Hall, Ash Church Road, Ash, Aldershot, Hampshire GU12 6LU

Inspection date	10 May 2019
Previous inspection date	27 April 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and management committee show an excellent drive to achieving the highest possible standards. They use highly successful strategies for evaluating the effectiveness of the setting, which lead to sustained and ongoing improvements. Staff work closely together as a highly motivated team.
- Staff work extremely well with parents to ensure that each child has continuity of care and their development needs are well known. They provide parents with all the information and advice that they need in order to continue each child's learning at home.
- Children's engagement in their learning is exceptional. They move around the stimulating environment with confidence and become fully engrossed in what they are doing. They are inquisitive learners and show high levels of independence.
- Staff provide very high-quality teaching and they ensure each child receives the support they need to reach their full potential. They complete detailed assessments and challenge children with enticing activities that support them to make excellent progress in their learning. The manager uses additional funding extremely effectively to benefit the children.
- A culture of respect for the welfare of all children is evident across the setting. Children's behaviour is excellent. They display exceptional manners and flourish in the nurturing environment.
- Staff meet the children's emotional needs exceptionally well. Children separate from their parents without hesitation and are extremely happy throughout the day.

What the setting needs to do to improve further

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

- continue to monitor staff practice to maintain and strengthen the excellent teaching.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent comprehension of the procedures to follow if they are concerned about a child's welfare. They have a clear understanding of their responsibilities, such as working closely in partnership with external agencies to help keep children safe. The manager carries out very detailed data analysis to continually check children's progress and maintain the highest levels of achievement. For example, she identified that boys were making less progress in literacy and enhanced learning experiences that followed their love of the outdoors. Staff receive targeted training and individual guidance to ensure they are in the best position to consistently support the development of each child. The manager recognises the need to continually monitor staff practice to maintain their excellent teaching skills. Excellent partnerships are in place with other professionals working with children, including speech and language therapists. This encourages detailed information sharing and ensures that all children, including those with special educational needs and/or disabilities (SEND), receive consistent and targeted support. The early intervention to close gaps in learning helps staff to ensure that children make significant progress from their starting points.

Quality of teaching, learning and assessment is outstanding

Staff provide outstanding support for children to make decisions, extend their ideas and work out solutions to problems. They speak clearly to younger children and engage older children in meaningful conversations to challenge their critical thinking and to extend their vocabulary. Children show great curiosity as they learn which objects float in water. They collect a variety of objects from around the garden and enjoy finding leaves that float and stones that sink. Children are motivated and focus intently on activities for sustained periods. They use trial and error to move objects down pipes and experiment with weight and measure.

Personal development, behaviour and welfare are outstanding

All children enjoy their time at the setting and show high levels of self-esteem as they engage in play with their peers. Older children show excellent imagination skills. They learn to cooperate with one another and create a puppet show for visitors and their friends. Children benefit from excellent opportunities to spend time in the exceptional outside space and develop strong physical skills and belief in their own abilities. For example, they challenge themselves during play and competently learn to manage risk, such as climbing over low-level branches. Children understand the routines of the day and help each other. For example, they kindly remind others that they have not had their snack. They show high levels of compassion for their friends and give them reassurance when needed.

Outcomes for children are outstanding

Children are extremely motivated learners. For example, they excitedly look for objects in the garden, using pictures to identify them. They squeal excitedly, showing staff and other children what they have found. All children, including those with SEND, develop the skills that they need for a successful transition to the next stage of their development.

Setting details

Unique reference number	120102
Local authority	Surrey
Inspection number	10104224
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 - 4
Total number of places	32
Number of children on roll	45
Name of registered person	Little Fishes at St. Peters Committee
Registered person unique reference number	RP909376
Date of previous inspection	27 April 2015
Telephone number	01252 317293

Little Fishes @ St Peters registered in 2000. It operates in the village of Ash, Aldershot, in Surrey. Session times are from 9.15am until 12.45pm on Monday to Friday and a lunchtime club runs until 1.45pm. The pre-school is in receipt of funding for the provision of free early education for children age two, three and four. The pre-school employs nine members of staff, seven of whom hold relevant qualifications at level 3 or above.

This inspection was carried out by Ofsted 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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