

Little Fishes Pre-School

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



Inspection date	15 July 2019
Previous inspection date	11 March 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

- The committee has made positive changes to ensure that Ofsted has accurate information about all committee members to complete the required suitability checks.
- The well-qualified manager and staff team work very well together. They are reflective of their activity with children. They adapt their practice to meet children's needs and continuously make improvements.
- Teaching is good. All staff show interest in what children are doing and provide positive interaction. For example, they show children how to use scissors to cut out shapes for a craft activity.
- Children's communication and language skills are developing well. Staff use lots of descriptive language during activities that widens children's vocabulary. For example, children find bugs on a tree and listen to a member of staff as she explains about the larvae of a ladybird.
- Children show confidence and resilience in the pre-school. They are eager to speak to staff and each other during detailed conversations. Staff encourage children to think about how they can extend their own play and solve problems they encounter.
- Staff help children to learn about a healthy lifestyle. They talk about the different foods at snack time. Children recall previous activities that involve physical exercise and they learn to manage their own self-care routines, such as using the toilet independently.
- Parents provide information when their children start attending. However, there are fewer details gathered about children's interests and learning at home.
- Occasionally, staff do not make the most of opportunities that arise during activities to extend children's awareness of quantity and comparisons of size.

What the setting needs to do to improve further

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

- build on the information gathered from parents when children start attending about their interests and development at home
- focus more precisely on extending children's awareness of mathematics, particularly in relation to quantity and comparison.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager, the secretary of the committee and with one member of staff. She reviewed relevant documentation. She checked evidence of the suitability of staff working in the pre-school and members of the committee.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The committee shares relevant information with their new members about required suitability checks and their roles and responsibilities. This contributes towards keeping children safe. Staff have a suitable understanding of how to keep children safe and protect their welfare. They complete regular training to ensure their knowledge is up to date. Risk assessments are effective. Staff are vigilant in keeping the door locked between the pre-school room and the main church building. The manager supports staff with their professional development. She observes practice and provides feedback, helping them to reflect on their own training needs. Staff can see the benefits of completing training courses. They recognise how this deepens their understanding and knowledge of how children learn.

Quality of teaching, learning and assessment is good

Staff demonstrate effective teaching. They use observation and assessment well to identify children's stages of learning and to plan activities. These activities build on what children already know and follow their interests. Staff talk to children about their play and they enable all children to access the activities. For example, they support less confident children to try new experiences. Children thoroughly enjoy group activities. For example, they listen to the different sounds of musical instruments before trying to identify them. Children play independently. They enthusiastically scoop water into containers and dig for a variety of items in the sand. Children are busy and motivated to take part and join in.

Personal development, behaviour and welfare are good

Children clearly show their sense of well-being and belonging in the pre-school. They settle quickly when they arrive. Parents speak highly about the support that staff provide for them and about the progress their children make. Children behave very well. They understand the rules of the pre-school and show interest in all the activities. Staff manage a good balance of allowing children to take risks in their play and close supervision. This promotes children to challenge their physical skills. For example, children move logs around, lifting them carefully, and use a rocking toy to balance on one leg.

Outcomes for children are good

All children, including those who receive funded early education, make typical progress from their individual starting points, and some make better than expected progress. Children learn skills that help prepare them for starting school when the time comes. They are independent as they choose toys from the shelves and help tidy away when they have finished. Children work very well together. They help their friends and show respect and care for one another. Children's literacy skills are developing well. They handle books carefully and retell their favourite stories. Children use a variety of materials to make marks, such as paintbrushes in water and pencils.

Setting details

Unique reference number	219979
Local authority	Northamptonshire
Inspection number	10101388
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	35
Name of registered person	Little Fishes Pre-School (Brackley) Committee
Registered person unique reference number	RP522110
Date of previous inspection	11 March 2019
Telephone number	01280 705295

Little Fishes Pre-School registered in 1992 and is managed by a committee. The pre-school employs seven members of childcare staff, all of whom hold early years qualifications between level 2 and 6, including two with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday. A lunch club operates from midday until 1pm on Monday, Tuesday and Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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