

Little Fishes Day Nursery

Inspection report for early years provision

Unique reference number	145909
Inspection date	17/03/2009
Inspector	Catherine Louise Sample
Setting address	Elim Christian Centre, Dews Road, SALISBURY, SP2 7SN
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Little Fishes Day Nursery opened in 1996. It is owned and operated by Elim Christian Centre and is situated in central Salisbury. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year and children attend from the city and surrounding areas for a variety of sessions. Children have access to enclosed outdoor play areas and a sports hall.

The nursery is registered on the Early Years Register to care for 51 children at any one time. There are currently 76 children on roll, of these 26 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs 14 staff to work with children, of these, 13 have relevant early years qualifications and one is currently completing training. It receives support from the Wiltshire Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance. The nursery has completed the Bristol Standards quality assurance scheme.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy attending this welcoming and friendly setting where staff offer good support and encouragement for each child's learning and development. Staff work closely with parents and other agencies to ensure that they fully understand children's unique needs. They take effective steps to ensure that all children can be included in activities whatever their additional needs or stage of development. Staff have all been involved in working towards and achieving the Bristol Standard quality assurance award and take part in monitoring the provision and identifying areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop effective systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- further develop the outside area and the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment

The leadership and management of the early years provision

Children's welfare is promoted by the efficient maintenance of all necessary records and the effective implementation of a wide range of policies and

procedures. Their safety is ensured by staff's sound understanding of child protection issues and a thorough written risk assessment which is regularly reviewed. There are robust procedures in place to ensure that staff are suitable to work with children.

Children benefit from having well-qualified and suitable staff. Staff hold various relevant qualifications, with the exception of one who is currently training. Staff work well as a team and are deployed effectively. They have monthly staff meetings and room meetings and also have an annual appraisal which allows them to reflect on their performance and give feedback. They are fully involved in monitoring the effectiveness of the provision. There are clear plans for further development of the nursery to enhance children's care and learning.

Effective partnership between staff and parents ensures that children's needs are fully met. Information is shared through discussion, daily diaries and daily information sheets. Parents have regular opportunities to see their children's records of progress and contribute 'wow' moments, which record significant things that children have done at home. The nursery has effective systems in place to share information with other providers if children attend more than one setting. Staff effectively promote inclusion which ensures that all children feel valued and are encouraged to play a full part in activities. There are good opportunities for children to learn about other ways of life as they taste foreign foods and celebrate various festivals. They also use resources that promote diversity such as books, dolls and dressing-up clothes. Children with learning difficulties and/or disabilities are supported effectively as knowledgeable staff work closely with their parents and other agencies.

The quality and standards of the early years provision

Children are making good progress as a result of the support and encouragement offered by staff. Staff help children to develop their independence and start to think for themselves. They are currently developing effective systems for making relevant observations of children's progress and are using these to identify the next steps for each child. This information is used in conjunction with their knowledge of children's interests to inform the weekly planning. Children are confident communicators who interact well with other children and adults, and they are encouraged to become good listeners. They enjoy role-play activities such as dressing-up and enthusiastically take part in group singing sessions. Older children are finding out about lifecycles as they observe the changes to their tank of tadpoles. They can confidently count beyond twenty and younger children point out different shapes in a book.

Children are learning about safety issues as staff remind them to watch where they are going and not to bang their heads if they go under the table. Various safety measures, including a secure entry system, are in place to ensure the environment is safe for children. Children are learning effectively about health and hygiene. There are illustrated signs in the cloakrooms about hand washing and children talk about germs and follow good hygiene procedures. The nursery provides nutritious home-cooked meals which are prepared on the premises and take account of any

dietary needs. Children have good relationships with one another and are able to take turns in activities and share resources. Staff remind children to use good manners and regularly discuss the ground rules with them.

Children benefit from an attractive and welcoming indoor learning environment. The nursery is brightly decorated and each room has displays of children's work and various posters. The rooms used by younger children have assorted mobiles and items hanging up for them to look at. Resources are easily accessible in low storage units so that children can help themselves to toys they want to play with. There are two outdoor areas that are used by children. These consist of enclosed areas with tarmac surfaces. Water and sand play are sometimes taken outdoors but play provision outside offers children few creative learning opportunities.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.