

# Inspection of Little Fishes Pre-School (Brackley)

Brackley Baptist Church, Waynflete Close, Brackley NN13 6AE

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Inspection date: 6 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

There is a calm, happy and friendly atmosphere at this inclusive pre-school. Staff sensitively meet the individual needs of the children, with respect and kindness. This helps children to settle and feel safe and secure. Children learn to recognise their name as they select their name card from the board to self-register, before confidently accessing the rich variety of resources on offer. Children are highly engaged as staff provide activities with the children's interests at the heart.

Children relish their time outdoors. The enthusiastic staff talk to children about the white, frosty grass and discuss how it looks and feels. Staff show children how to scrape the ice off the slide and talk about how they are making it safe to use. Children learn about growth and nature and remember what they have been taught. They skilfully turn on the water butt tap and fill a watering can. Children are excited to show how they water the apple tree to make it grow. Staff support children to develop their imagination as they make pretend dinners together in the mud kitchen. Children's physical skills develop as they expertly use a pestle and mortar to crush up basil, mint and flower petals and serve 'pasta soup' to the staff and their friends.

### What does the early years setting do well and what does it need to do better?

- The manager has a clear intent for children's learning through the delivery of a well thought out curriculum. All staff understand what it is they want children to learn, and this is consistent throughout the pre-school.
- Staff support children's communication and language development as they engage in high quality conversations with them. Staff offer a narrative during children's play and introduce rich vocabulary, such as spout, fragrance and pipette. They regularly read stories and sing songs with children that support children's early speaking and literacy skills.
- Staff ask children a range of good quality questions during their play to develop their learning. However, at times, they ask questions in quick succession. This means that children do not always have sufficient time to develop their thinking skills.
- The mathematics curriculum is strong and is embedded into daily routines and activities. Staff introduce mathematical language during their interactions with the children, such as size and order. They routinely count with children to give them a secure understanding of number.
- The manager and staff know the children and their families well. They assess what children know and can do, supporting them with what they need to learn next and to address any gaps in their learning. This includes children with special educational needs and/or disabilities and those who speak English as an additional language.

- Staff talk to children positively about sharing, taking turns and they are excellent role models. Staff regularly talk to children about different emotions to support their understanding of how they are feeling.
- Parents speak very highly of all the kind and caring staff. They feel well supported and are kept up to date with their child's development through daily handovers and parents' meetings. Parents have access to a 'borrowing box' which helps to continue children's learning at home. The manager and committee members hold termly parent meetings to provide information and to work together to continuously improve the pre-school. Parents really value this time and interaction.
- Children behave very well. Staff reinforce their expectations of children's behaviour well. For example, children know that they must stop and listen when they hear, 'tick tock it's time to stop.' Children are respectful and polite. Staff praise children for their good behaviour to promote their confidence and self-esteem.
- Children are developing their independence skills. They are confident in going to the toilet, washing hands and helping to prepare their snack. When they have finished eating, they scrape left over food from their plates and put them in the washing up bowl. At times, staff are quick to help children, for example, to put their coats on and do up the zips rather than allowing children time to try to do it for themselves.
- The staff speak very highly of the manager and say that they feel very well supported. The manager carries out regular reviews on teaching practice to develop staff's skills, which supports children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. Staff have a sound knowledge of safeguarding. They know the signs of abuse to look for and their responsibilities in keeping children safe. Staff are confident in recording and reporting any concerns to the relevant professionals. They are aware of local safeguarding concerns, such as radicalisation, county lines and female genital mutilation. The pre-school is kept secure and has clear visitor procedures. Children are supervised well.

## What does the setting need to do to improve?

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

- allow children time to respond to questions to develop their critical thinking skills
- support staff to recognise when to encourage children to do things for themselves to further enhance their independence skills.

## Setting details

<b>Unique reference number</b>	2651011
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10300963
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Little Fishes Pre-School (Brackley)
<b>Registered person unique reference number</b>	2651010
<b>Telephone number</b>	01280 705295
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Fishes Pre-school registered in 2021. The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications at level 3 or above and 1 at level 2. The pre-school operates term time only. Sessions are available Monday to Thursday from 9am until 3.30pm and Friday from 9am –until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ali Lancaster

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions between the staff and the children during activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The manager completed a joint evaluation of an activity with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed the evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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