

# Inspection of Little Fishes Pre-School

Furze Platt Memorial Hall, Furze Platt Road, Maidenhead, Berkshire SL6 7NG

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Inspection date: 24 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time in this inclusive pre-school. They are happy on arrival, smiling to greet staff and friends. They quickly settle into the activities available. Children make independent choices, for example, they choose a peg picture to use for their belongings that day. They are motivated to lead their own play and learning. Children choose from a wide range of toys and resources that support their unique interests.

Children develop an understanding of the behavioural expectations of pre-school. They receive regular reminders of these from staff. These discussions are supported with pictures and signs to ensure children know and remember these expectations. Children generally behave well. They benefit from regular opportunities to explore their feelings and start to develop the skills to self-regulate. They are able to visit the 'calm corner' with staff to look at books and pictures and cuddle the 'wobble monster'. Staff support children very sensitively through play and stories when they struggle with their feelings and emotions, and they sing gently to them with songs they enjoy. Children develop strong bonds with their friends and play happily together or alongside each other. They throw and roll hoops to each other in the garden and imagine they are superheroes, wearing masks.

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

- Managers have developed a clear and ambitious curriculum for children. This includes learning intentions based on children's individual needs and interests. Staff use effective observation and assessment systems to ensure they fully understand what children need to learn next. Consequently, children make good progress in learning and gaps close quickly.
- Leaders and managers use the additional funding they receive for children, including children with special educational needs and/or disabilities (SEND), effectively. Staff tailor learning to support their unique needs and ensure that children are fully included. This has a positive impact on their development and progress. However, at times, staff do not always consider how to adapt their teaching or support to ensure that children who need additional help do not dominate their time and attention, impacting on the other children attending.
- Staff plan a range of activities and experiences to enable children to develop an understanding of the world around them, including differences and what makes them unique. Children feel valued as their own languages and cultures are recognised and celebrated. Children also begin to learn about democracy when they collaboratively choose a theme for a week each half term. This also ensures they feel valued and have a sense of belonging.
- Leaders, managers and staff have taken appropriate action following a recent

safety incident at the setting. They have reviewed and adapted their arrival and departure processes. This ensures the incident is not repeated and children are kept safe.

- Staff prioritise children's communication and language development. They use pictures and sign language effectively to support those who find this trickier. They also introduce new words and vocabulary through themes and focus books. Most children are able to communicate their needs and desires, such as asking for a mask for their friend when playing a superhero game or sharing that they need a nappy change.
- Managers and staff are developing the outdoor environment for children. They have successfully applied for a grant to support this. However, the outdoor curriculum is not yet fully effective to cover all areas of learning and to ensure that children who prefer to learn outside can do so.
- The special educational needs coordinator has a very good understanding of her role and responsibilities. She works well with staff, parents and other professionals to support children who need additional help in their learning. Appropriate strategies and processes are agreed to enable these children to be welcomed and included fully in the setting.
- Leaders and managers support the staff team well. The committee maintains oversight of the provision to ensure requirements are met. Managers and staff are given time away from the children to access regular training for their own development and to ensure their practice improves and is effective.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children access a safe and secure environment. Staff risk assess the areas of the premises that the pre-school uses extremely well. This ensures they are able to remove and minimise any hazards to safety. The business manager uses effective recruitment procedures to ensure those responsible for working with children are safe to do so. Staff have a secure knowledge and understanding of safeguarding. They know how to recognise concerns about a child. They also understand how to make referrals to safeguarding partners when this is necessary. The process to escalate and refer concerns about adults caring for children is also well understood.

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

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

- increase staff awareness of how to adapt their teaching or support effectively to ensure they are able to give suitable time and attention to all children
- further enhance the outdoor learning environment and curriculum in order to fully support children who prefer to learn outdoors.

## Setting details

<b>Unique reference number</b>	108462
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10257146
<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>	27
<b>Name of registered person</b>	St Peter's Furze Platt Little Fishes Pre School
<b>Registered person unique reference number</b>	RP524422
<b>Telephone number</b>	01628 639593
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

Little Fishes Pre-School registered in 1995. It is situated in Maidenhead, Berkshire. The pre-school is open five days a week, from 9.15am to 1pm, during term time, with a lunch club from 12.15pm to 1pm. The pre-school employs seven staff. Of these, two hold qualified teacher status and four staff hold appropriate qualifications at level 3. The setting receives early education funding for children aged two, three and four years old.

## Information about this inspection

**Inspector**  
Clare Perry

## 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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while at pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of small-group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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