

Inspection of F.I.S.H Ladysmith Infant School

Ladysmith First School, Ladysmith Road, EXETER EX1 2PS

Inspection date:

8 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy, secure, and actively engaged at the setting. Staff safely collect children from their classrooms and escort them to their rooms, where others welcome them on arrival. Children have positive relationships with staff and some receive hugs from the children, who are pleased to see them. Staff gather the children to check they are all present and inform them of the activities available. Children are then eager to explore and soon settle to their chosen activity with their friends. There is a busy but calm environment. Staff join in with children's games and engage children in lively discussions, using words such as camouflage as they play with foam.

Staff plan exciting activities, that children are eager to take part in and build on skills they need for school. For example, they provide resources, such as scissors, to help children practise their cutting while having fun. They involve the children in the planning and they can request further resources, so they are motivated to take part. Young children persevere at new skills until they can manage independently. For example, staff clearly explain and demonstrate how to make pictures using salt. They support younger children and confirm the order they need to do things. Eventually, children show that they understand the sequence and no longer need any help. Children gain a strong sense of belonging and clearly enjoy their time at the setting.

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

- Staff are deployed successfully. They enable children to make good use of all the facilities, indoors and outdoors. Staff engage children in meaningful discussions, supporting them well in developing their ideas and vocabulary. For example, children discuss what they can see in the pond and recall seeing frogs. Later, staff involve them in making frogs from play dough, identifying that they no longer have a tail as they did as a tadpole.
- Young children have strong relationships with the older ones. For example, young children are inquisitive to find out how others are building a shelter. When staff help them to think what else they need, to hold up the canopy, they confidently go off and come back with a stick. Their contributions are acknowledged, and they discover for themselves that the stick is too thin and go find a thicker one. Other children excitedly join the older ones in discovering bugs under a tree log.
- Staff sensitively support children who become upset. For example, when children spoil their own picture by knocking over a pot of paint, staff calmly reassure them that they can rescue it or make another. They are soon happy again, supporting their resilience well.

- Children manage their personal care well. They arrive, knowing where to store their belongings and wash their hands, understanding the routines and staff's expectations. Children choose when to have their snack and staff support them effectively with buttering bread, adding fillings, and pouring their own drinks.
- Children gain a positive awareness of their own uniqueness and other people's differences. For example, they celebrate the Paralympics, taking part in activities with one child blindfolded and another leading them and play hockey on their bottoms, to help them appreciate the skills involved.
- The setting has strong links with the school and talk to staff daily to know how to meet any individual needs and to pass on information to parents. Senior staff at the school confirm the good communication, especially in knowing exactly which children attend the setting every day. Staff know what the children do at school and use this well. For example, children are eager to talk to staff about their day at the theatre and staff extend their thinking and language by asking them good open-ended questions.
- Parents are very positive about the information that staff share with them. They comment on how quickly staff get to know children and their families, saying settling in is handled really well. Staff find out as much as they can in order to meet children's needs and help them feel secure. Every day, parents get verbal feedback, as well as receiving newsletters and having further information on the company website.
- There is a strong leadership and management team. Most staff are qualified or have the opportunity to gain a qualification. They confirm that they receive good support for their professional development. Staff do peer-on-peer observations and use these to ensure consistency and develop their practice. Managers evaluate their practice, seeking children and parents' views to make sure they provide the best provision they can.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities. They all receive training and regular updates to have a clear knowledge of all aspects of child protection, such as online abuse and radicalisation. They know who to contact should they have concerns about a colleague. The management team follow safe recruitment procedures to help ensure children are only cared for by suitable staff. Staff carry out effective risk assessments to minimise risks to children indoors and outdoors, including ensuring first-aid equipment is available in all areas.

Setting details

Unique reference number	EY397990
Local authority	Devon
Inspection number	10074309
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	32
Number of children on roll	48
Name of registered person	Fun in School Holidays (FISH) Partnership
Registered person unique reference number	RP528211
Telephone number	08445618847
Date of previous inspection	24 June 2016

Information about this early years setting

F.I.S.H. Ladysmith, registered in 2009 and is one of 14 privately run out-of-school clubs. It operates from a large building to the rear of Ladysmith Infant School, Exeter in Devon. The breakfast club operates from 7.30am to 8.50am and the after-school club operates from 3.30pm to 6pm, during term time only. The holiday club runs from 8am to 5.30pm. There are seven members of staff, five of whom hold childcare qualifications at level 3 and one at level 2.

Information about this inspection

Inspector

Elaine Douglas

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.
- The manager led the inspector on a walk around the setting and discussed how they organise the environment and the experiences they provide for children.
- The inspector held a discussion with the nominated individual, the area manager and the manager, to discuss how they evaluate their provision, support staff and check their suitability.
- Parents, staff and children shared their views and the inspector took account of these.
- The inspector discussed safeguarding with managers and staff at convenient times and sampled documentation.
- The inspector observed activities, the quality of staff support and children's engagement.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022