

Inspection of Little Fishes @ St Peters

St. Peters Church Hall, Ash Church Road, Ash, Aldershot, Hampshire GU12 6LU

Inspection date: 28 January 2025

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

The provision is good

Children enjoy the time they spend at the preschool. They form secure relationships with the kind, caring and nurturing staff, who know them well. They display a strong sense of belonging and demonstrate that they feel happy and settled. Staff are attentive and respond warmly to children's individual needs. For example, they provide them with cuddles when needed and reassurance and praise throughout the day. Children show high levels of emotional well-being and a positive attitude to learning. They explore the activities with energy and fascination and are keen to explore different ways of doing things.

All children, including those with special educational needs and/or disabilities make good progress from their starting points. Leaders and their enthusiastic team are committed to their roles and responsibilities. They plan a sequenced and ambitious curriculum, based on children's individual needs. Regular assessments on children's learning, enables staff to quickly identify any emerging gaps and put timely interventions into place. They work successfully with other professionals involved in children's care and have high expectations for what all children can achieve. Children successfully develop the knowledge and skills they need for the future. For example, they complete tasks independently, listen with interest to familiar stories, play harmoniously together and show high levels and respect and tolerance for others.

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

- The driven leaders and staff use evaluation well. They have a clear vision and work hard to make continuous improvements to the curriculum and quality of teaching. Staff comment on the support they receive from leaders and are happy within their roles.
- Staff support children to develop their mathematical skills well. They plan activities that enable children to explore different mathematical concepts, such as counting and comparing size and capacity. Children eagerly count and use numbers during their everyday activities and demonstrate a good knowledge of measurement. For instance, when building a tower, they know that the more bricks they add the taller the tower will become.
- On the whole, staff support children's communication and language well. During most activities, they talk to children, ask them questions and listen to their responses. They read stories with expression and children listen attentively and predict what might happen next. However, occasionally during large group activities younger children struggle to focus and some get up and move around. During these times their listening and attention skills are not as well supported.
- Staff have high expectations for children's behaviour and conduct. They act as positive role models and set clear rules and boundaries. Staff interact effectively

with children to help them to resolve minor disagreements. For example, when children struggle to share, staff suggest they work together to achieve the outcome. They reinforce this by praising the children. These positive interactions help children to learn how to manage their feelings and behaviour and consider how these impact on others.

- Staff successfully support children to lead healthy lifestyles. They talk to children about the importance of making healthy food choices and oral health. Children develop good table manners as they sit together and independently pour their drinks from jugs. Children of all ages enjoy playing in the well-resourced garden. Staff promote children's physical development well. For example, they encourage children to use apparatus and ride bicycles to help them to develop their skills in balance and coordination.
- Overall teaching is good. Staff use effective strategies to help children to develop new knowledge and skills. For example, through explaining, demonstrating and questioning. However, during some activities staff do not always notice when younger children need support to join in. This means occasionally, these children do not fully benefit from the learning opportunities available to them.
- Staff build good relationships with parents. They provide an inclusive environment where all children and their families are welcomed. Staff ensure that parents are kept up to date about children's ongoing care and the progress they make. Parents comment positively about the quality of the care and education the children receive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the arrangements for large group activities, to ensure that all children are able to focus and concentrate during the sessions
- support staff to help them to notice when quieter and less confident children need support to join in with activities.

Setting details

Unique reference number	120102
Local authority	Surrey
Inspection number	10375971
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	43
Name of registered person	Little Fishes at St. Peters Committee
Registered person unique reference number	RP909376
Telephone number	01252 317293
Date of previous inspection	10 May 2019

Information about this early years setting

Little Fishes @ St Peters registered in 2000. It operates in the village of Ash, Aldershot, in Surrey. Session times are from 9.15am until 12.45pm on Monday to Friday and a lunchtime club runs until 1.45pm. The pre-school is in receipt of funding for the provision of free early education for children age two, three and four. The pre-school employs eleven members of staff, eight of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector took account of the views of parents through face-to-face and written feedback provided

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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