

Inspection of FISH @ West Cliff

Westcliff Primary School, First Avenue, Dawlish EX7 9RA

Inspection date:

29 September 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff welcome children into a warm, inclusive and well-organised environment. Children feel safe, valued and excited to attend. Staff have considered the layout of the space and how it can be used to support children. For example, they plan the outside space to allow children to be physical after the school day. Staff build strong relationships with children and their families. They create a nurturing atmosphere that supports children's emotional well-being and promotes positive behaviour. Children confidently explore the space, engage in purposeful play and follow well-established routines. For instance, they respond as staff clap three times to gain attention for announcements.

Children demonstrate high levels of independence and cooperation. For example, children take charge of serving food and drinks to each other with staff's guidance. Staff encourage children to make choices about where and how they play. Children negotiate with their peers and follow agreed boundaries, such as how high they may climb in the tree. Staff encourage calculated risk taking through activities, such as climbing and swinging, which supports their physical development and resilience. This helps children to solve problems and work together to play and explore the environment.

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

- Staff provide a consistent and structured routine that supports children's safety and emotional security. Children arrive with enthusiasm. Staff greet children warmly. This contributes to children's sense of belonging and community. For example, children are in charge of helping with drinks at snack time, asking each adult and child what they would like and pouring it for them.
- Leaders prioritise staff's development. They provide opportunities for training and progression. Staff feel supported and confident in their roles. This contributes to a stable and skilled team, who are familiar to the children who attend.
- Leaders have a clear vision for the provision. They focus on inclusion, resilience and positive relationships. Leaders work closely with the host school and families to meet children's needs, including those with additional needs.
- Staff engage meaningfully with children. They share interests and experiences that enrich their interactions. For example, staff and children discuss shared interests in certain books and films. They collaborate together in imaginative play using natural resources, such as conkers. Staff teach children the way these resources can be used to play games.
- Staff thoughtfully design the environment to promote children to do things for themselves, to solve problems and to play together. For example, staff support

children to explore activities and outdoor opportunities, such as climbing trees. Children recall the rules that are in place to facilitate them to keep themselves safe and to limit risks.

- Children are able to be independent but staff help them to understand how to make choices in their play. Staff have an understanding of what children like to do. They have plans to extend resources in the future to continue to build on the quality of the environment and follow children's wishes for extra toys and games.
- The routine is well established. Staff support children to understand how to keep each other safe. For example, when the staff want to get children's attention, instead of raising their voices they use a clapping pattern, which children repeat back to show they are paying attention. This means that children are familiar with rules and the routine of the setting.
- Staff know children well and respond sensitively to their individual needs. Parents and carers speak highly of the setting. They describe it as supportive and child centred, with some children reluctant to leave at the end of the session due to their enjoyment. Parents find the location of the setting suits their needs as it is on a school site and helps them to work and be employed.
- Relationships with the school are well established. Staff from the setting and the school work together to support children and their families and to implement safeguarding requirements.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2741863
Local authority	Devon
Inspection number	10407853
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	5 to 11
Total number of places	16
Number of children on roll	24
Name of registered person	Fun in School Holidays (FISH) Partnership
Registered person unique reference number	RP528211
Telephone number	01626 325808
Date of previous inspection	Not applicable

Information about this early years setting

FISH @ West Cliff registered in 2023. It is independently run and located in Westcliff Primary School, Dawlish. It provides after-school care for children who attend the school. The setting opens during term time, from 3.20pm to 6pm on Monday to Thursday, and from 3.20pm to 4.30pm on Friday. There are three staff employed in the setting. Of these, one member of staff holds an appropriate qualification at level 2 and two staff hold qualifications at level 3.

Information about this inspection

Inspector

Louise Hannan

Inspection activities

- The inspector observed the interactions between children and staff.
- The inspector reviewed relevant documentation on request.
- The inspector spoke to parents.
- The inspector reviewed relevant documentation in paper form and digital files.
- The inspector spoke to children and 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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