

Sticky Fingers Pre-School

Inspection report for early years provision

Unique reference number EY369814
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Inspector Mary Daniel

Setting address Abbas & Templecombe C of E Primary School, School Lane,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Sticky Fingers Pre-School has been registered since April 2008 and was previously registered at the nearby village hall. It now operates from a purpose built Portacabin classroom situated in the grounds of Abbas and Templecombe Church of England Primary School, Somerset. Children have use of a main play room, integral toilet facilities, the school hall and the outdoor school grounds. There are ramps leading to the front and side entrances to the pre-school and a disabled toilet is accessed from the cloakroom area. This parent committee run pre-school employ three staff, whom are qualified in child care and early years education, or who are currently taking a level 3 NVQ in early years training. The pre-school is registered on the Early Years Register, to care for 24 children aged two to five years and there are currently 26 on roll. It is open daily from 09.00 to 15.15 during school term times only. The group receive support from the local authority.

Overall effectiveness of the early years provision

Children are settled within the welcoming environment and respond well to the friendly staff who maintain regular liaison with their parents. Suitable systems are in place to ensure children and families are included and valued, and overall the established daily routines and procedures satisfactorily support children's welfare. Planned activities provide suitable play experiences for children, although at times the challenges offered are limited. There are some systems in place to monitor the practices offered, although these are not yet fully established to effectively support all of the groups ongoing aims for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the planning and assessment systems to clearly identify the learning objectives for activities, and provide sufficient challenges in all areas of children's learning
- develop the systems of monitoring all aspects of the overall provision, to effectively support ongoing improvement
- review the organisation of some activities to ensure the needs of all children are met, with particular regard to the younger aged children
- develop risk assessments to ensure children's security in the outside play areas, with particular regard to their access and use of the school playing field

The leadership and management of the early years provision

Overall, the leadership and management of the group provides satisfactory support for staff in their roles. Clear operational procedures are in place, which include relevant policies to safeguard children's welfare. For example, clear recruitment

procedures are followed and suitable induction and appraisal systems are followed to support staff in further training and awareness of their particular responsibilities. As a result, the daily routines are well established, which helps children know what happens next and consequently feel secure within the group. Staff and committee meet regularly and some action plans have been formed to address some issues arising. However, there is no clear system in place to help in effectively monitoring all aspects of the provision. Children benefit as staff encourage their parents involvement, for instance, in providing a planning sheet which reflects activities linked to those at pre-school that they could continue with their child at home. Staff maintain ongoing liaison with parents and other agencies involved in children's particular care. Parents are supported well in settling their child into pre-school with home visits offered, and relevant parental permissions are obtained, such as for emergency medical treatment. This contributes to continuity in their child's care and helps to promote their welfare.

The quality and standards of the early years provision

Children enjoy their play and mix happily with their peers. They are familiar with the established routines, for instance, in washing their hands before eating, and they remember to take their cups and bowls back to the kitchen area after snack time. This helps them feel settled and overall they behave well. Agreed boundaries are respected through the groups 'Golden rules' and children are often praised by staff, for example, in helping a younger friend. However, at times, younger children lose interest during some large group activities. Children help to 'tidy up', but some lose concentration as this can take a long time due to toys and equipment being left on the floor after play. Children's health is promoted very well. They have regular opportunities to be out in the fresh air and use up their energy running and jumping in the playground. They start to look after themselves as they learn about germs and using tissues. Nutritious foods, such as grapes, breadsticks and fruit loaf are provided for snacks and children can independently access their drink bottles during the session. They make fruit Smoothies and vegetable soup in cooking activities. This effectively encourages them in awareness of a healthy lifestyle. There is a wide range of suitable, age appropriate play resources available, which show as well maintained. Younger children use chunky spades in the sand pit and child sized brooms are available so they can help to sweep up the sand. Children learn about keeping themselves safe as they meet the community police and fire officers and the local lollipop man. Staff follow appropriate procedures for outings and encourage children to 'stop, look and listen' as they cross the roads. Clear records of risk assessments are completed, for example, for a train trip to a nearby town, however, children's use of the school playground and field is not so well assessed. Visitors attendance is recorded and a high latch is fitted on the main door, which also has a glass pane, enabling staff to observe those outside and so helps in keeping children safe.

The planned educational programme provides a balance of adult and child led activities. For example, children act out their ideas in the role play 'garden centre' or 'doctors surgery' and cuddle and feed their dolls. They become absorbed in cutting and sticking activities, which supports their creative play and hand-eye coordination skills. In smaller key worker groups, several children display clear pencil control and

are starting to form recognisable shapes and letters as they 'write' their names on their pictures. Children do 'mark make' for a purpose, such as in the home corner or outdoor play, but they are not always sufficiently challenged to develop this skill further within some daily routines. Children operate simple programmes on the computer, such as those which promote their mathematical awareness. They use toy binoculars, microwave cookers and cash registers within their imaginary play. This supports their early understanding of simple technology and curiosity of how things work.

Children's early communication, language and literacy skills are encouraged as they find their names on their coat pegs and put their name cards on the self registration board on arrival. Most children are confident talkers and staff use effective questioning well to help children think for themselves. For instance, children join in the 'huffing and puffing' refrain of a favourite story about the 'three little pigs' and then staff discuss with them how houses are made. Several children are starting to count freely in play and help to count how many cups are needed for snack time. This helps to promote their early mathematical awareness, although challenges to extend this skill, such as by independently starting to solve simple practical problems, are limited. Children discover their natural world as they go on nature walks and find autumn leaves, conkers and acorns. Staff observe children's development and note their particular interests, which helps in providing activities that are based on what children like to do. However, clear learning objectives of activities are not always identified, which at times impacts on the effectiveness and challenge provided. Children's assessment records are starting to be used to help plan their next steps, but these are not always sufficiently informative to ensure the further planning of activities in all areas of learning is securely based on their existing skills and abilities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.