

# Sticky Fingers Pre-School

Inspection report for early years provision

---

**Unique reference number** 303832  
**Inspection date** 05/11/2008  
**Inspector** Sarah Drake

**Setting address** c/o Copley Primary School, Wakefield Road, Copley,  
Halifax, West Yorkshire, HX3 0TP  
**Telephone number** 01422 340555  
**Email** stickyfincopley@googlemail.com  
**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sticky Fingers Pre-School opened in 1999 and operates in the grounds of Copley Primary School near the town of Halifax, West Yorkshire. It serves children within the local community and surrounding residential area. The setting comprises of two play rooms and has an outdoor play area, with some weather protection, that is shared with the Reception class of the school. A maximum of 24 children may attend the pre-school at any one time. The setting operates during term time only Monday to Friday from 09.15 until 11.45 for children aged two and a half to five years, and Monday to Thursday from 12.35 until 15.05 for children over three years of age. A lunch club also operates from 11.45 until 12.30. Children who are rising five may attend all day on Fridays. On request, younger children may attend all day on Mondays.

There are currently 56 children aged two to five years on roll. Of these, 26 children receive funding for nursery education. A small number have learning difficulties and disabilities. The pre-school employs four staff and operates a parents' voluntary rota. Three of the staff hold early years qualifications equivalent to level 3. One staff member is currently working towards a qualification. The pre-school has achieved Aiming for Quality accreditation. It receives support from the Pre-School Learning Alliance and the Local Authority.

## Overall effectiveness of the early years provision

The setting meets the needs of its children exceptionally well. Staff and parents work together as an unusually close team, ensuring that all children enjoy their time at pre-school and make good progress so that they are very well prepared for full-time education. Leaders and staff members are very reflective of their own practice and take effective action to tackle any identified areas for development. There is outstanding capacity to improve further. High priority is placed on ensuring children's welfare and helping them to develop their individuality and independence. Staff's excellent knowledge of the requirements of the Early Years Foundation Stage (EYFS) means that they provide a wealth of activities that are well-designed to cater for all areas of learning and that they engage children very well in conversation. However, when planning the activities they do not yet make best use of their observations to ensure individuals are fully supported or challenged according to their abilities and preferences.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- make better use of the observations staff make of children to plan activities according to individuals' abilities and needs.

## **The leadership and management of the early years provision**

Excellent leadership and management ensure that the setting is constantly evolving in the children's best interests. Regular meetings between staff and with the management committee mean that they have a very clear idea of what is working well and what can be improved. This has led to, for instance, additional information for parents and changes to the size of the table used for focussed activities. All the recommendations of the previous inspection have been effectively tackled. Staff carry out formal observations of each others' practice and use the outcomes to bring about improvements. They have very good access to training. The required documentation, policies and procedures are in excellent order and put into a consistently high quality practice by all staff. Parents not only form the management committee but many also volunteer their help on a rota basis so they are fully involved in decision making and also pick up new ideas about how to help their children learn at home. Without exception, they speak very highly of the provision, their children's happiness and the easy communication with staff. Very close liaison with the school leads to shared topics, joint use of the outside area, Reception and older pre-school children mixing on Friday afternoons and also transfer of information about individuals before they start school. Close working with other agencies, for example the teacher for hearing impaired children, ensures that each child's welfare requirements are catered for extremely well.

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

The setting promotes children's welfare outstandingly well. From a very early age they are helped to understand about eating healthily and washing their hands between activities. They know why it is important not to run inside and that spills need to be mopped up quickly so nobody slips on them. Robust procedures ensure the safeguarding, health and safety of children. A child's 'key person', is allocated according to staff's observations of their preferred adult so they feel secure in the setting. Staff are ever vigilant about children's whereabouts and they work together exceptionally well to prevent an accident or comfort an unhappy child. They provide excellent role models for children in the manner that they speak to them and, even more importantly, listen to them, to ensure clarity of understanding and to help each child feel that their views and needs are important. Staff manage behaviour and use praise highly effectively, creating a happy, predictable environment in which children thrive.

Children's learning and development are promoted very well. The varied and regularly changed activities, both inside and outside, cater for all areas of learning and include woodland walks or visits from the 'lollipop' man that further extend children's curiosity and knowledge of the wider world. Celebrations, such as Eid, Hannukah and Thanksgiving, add to children's understanding of different cultures and the passage of time. Activities, such a making glittery firework pictures develop their fine motor skills as well as their creativity. This is also very well developed by the way in which staff engage children in conversation about what they might include on their imaginary island; such a discussion led to the suggestions of a dolphin and an umbrella, with suitable reasons given. Staff are skilful at asking the

sort of questions that promote children to think hard and use their initiative. They also adapt them according to children's age, so that older children are encouraged to recognise numbers and do simple calculations, building on the accurate counting that most children do from an early age. There are plenty of opportunities to sing traditional songs, to read and to practise writing. Staff record their observations of individuals' achievements and are beginning to complete Learning Plans for each child. However, these are not in place for all children and weekly planning does not take into full account the information they contain, for instance, whether one child always uses the building equipment but never chooses to look at books or practise writing.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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 the last inspection.

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.