

# Sticky Fish Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY388839
<b>Inspection date</b>	25/09/2009
<b>Inspector</b>	Barbara Walters

<b>Setting address</b>	Fishponds Baptist Church, Downend Road, Fishponds, BRISTOL, BS16 5AS
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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*.

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## **Description of the setting**

Sticky Fish Pre-School is a privately run group which was first established in 1994 and has been located at its current premises since 2000. It operates from the Lower Hall of Fishponds Baptist Church, situated close to the Fishponds and Downend border. Children have access to an enclosed outdoor play area with paved surfaces. The pre-school serves the local community and surrounding areas.

A maximum of 24 children on the Early Years Register may attend the pre-school at any one time. There are currently 35 children within the early years age range on roll, some in part-time places. The pre-school opens five days a week during school term times from 09.30 to 12.00, with an additional optional hour for lunch until 13.00. There are five core members of staff, four of whom hold an appropriate early years qualification to at least a National Vocational Qualification at level 3. The setting provides funded early education for three and four-year-olds and currently supports children with special educational needs and/or disabilities.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

A well qualified and committed staff team provide a positive atmosphere and welcoming environment for children. Caring staff members support the children well, allowing them to settle quickly and develop their confidence. Staff plan activities, both inside and outside, to take into account the interest of the children and enable them to make satisfactory progress. The manager and playleader are keen to evaluate their practice and bring about change for outcomes for children; they have developed systems to help them maintain continuous improvements.

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

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

- continue to develop the use of observation and assessment to impact more effectively on planning and identify children's individual learning and development
- develop staff's knowledge and understanding of how children learn through appropriate support and challenges which are linked to the Early Years Foundation Stage framework.
- further develop a full risk assessment of the premises to take into account specific areas used by children

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

Most of the required procedures and documentation is in place for the safe running of the setting, for example, the attendance register records the arrival and

departure time of staff and children, and there are sound procedures in place to ensure children only leave the nursery with known and approved adults. Staff demonstrate a suitable knowledge and understanding of child protection issues and know how to proceed if they have concerns about a child in their care. Sufficient procedures are in place to ensure the suitability of adults to work with children and ensure their welfare. For example, all staff are checked and students and helpers are informed of the policy that they are not to be left unsupervised with children. Children have safe access to a range of resources appropriate for their age. Space has been used effectively so that children can explore and move freely. There are posters and artwork on the walls and children independently help themselves to a wide range of stimulating toys and equipment. Doors remain locked while the setting operates, and visitors are monitored. Staff complete a daily check of the premises, which includes both indoors and the secure outdoor play area. Staff have completed a risk assessment of the outdoor play area, although children's safety is not fully promoted as the risk assessment of the premises does not take into account specific areas used by children.

The management team is clearly committed to continuous improvement and have targeted plans to bring about further improvement to the provision. Self-evaluation identifies some areas which have been put into place, for example, the outdoor play area has recently been developed, providing a varied and stimulating environment for children. The group is intending to develop systems to help them identify each member of staff's strengths and areas for development and to provide a parent information evening. The group is also in the process of monitoring the provision through the use of The Bristol Standard, which is discussed at staff meetings to ensure that all views are considered. Staff have recently changed the method in recording observations of children's progress. However, the daily planning and children's records do not take into account what children know and can do to enable staff to identify the next steps in their individual learning and development.

The staff team continue to promote parental involvement within the setting to help meet children's individual needs. The daily communication book is an effective way in which parents can inform staff of their children's interests and the activities they have completed at home. Staff can also be informed of any issues which may effect the way in which the children are feeling, therefore continually promoting their needs and helping them to develop a positive sense of identity. The group provides regular newsletters to help keep parents up-to-date with any changes within the setting. Parents are happy with the care the children receive. In particular, they appreciate the caring and supportive staff and the children all enjoy coming to the group. The setting works well with other agencies to ensure children receive the support they need. Some staff use Makaton which helps all children to be included and no child feels isolated.

## **The quality and standards of the early years provision and outcomes for children**

Children are keen to enter the pre-school and are quickly ready to begin their play. They select from the range of adult-determined resources that are set out for them

each day or access from a wider range of activities stored in low-level containers. This allows children to initiate their own play and take decisions in their learning. Children welcome the warm adult support when engaged in activities such as threading and puzzles, and show pride in their achievements when they show their work to staff. Children make use of the recently renovated outdoor play area. They enjoy digging in the raised flower beds, mixing the mud with water and imagining the flowers that will soon grow. Children begin to understand simple additions and subtraction. They compare the number of drinks at snack time to the number of children to ensure there are enough. They are confident in using Information and Communication Technology and demonstrate good mouse control when playing games on the computer. Adults support learning in a variety of ways, for example, some questioning is in place to promote thinking. However, staff are not yet secure in their understanding of how children learn and make individual progress in all areas of learning. Consequently, they are unclear as to how they extend activities and develop individual children's learning. For example, when children take part in a gluing activity, they are not fully engaged in their play.

Children are well looked after. They are beginning to develop an awareness about healthy eating by having a range of different fruits at snack times. Water is readily available and they enjoy a carton of milk at snack times. Children are learning about safety as they are reminded of basic rules such as not running in the hall. They are encouraged to follow hand hygiene routines by wiping their hands with wet-wipes before food and independently using tissues and disposing of them hygienically.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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