

Sticky Fingers Pre-School

Inspection report for early years provision

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Inspector Kate Heslegrave

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Type of setting 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 Fingers Pre-School is registered on the Early Years Register. It has been registered since April 2008 and was previously registered at the nearby village hall. It now operates from a purpose built temporary 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 employs four staff, who are appropriately qualified in childcare and early years education. The manager holds a Level 3 NVQ early years qualification. The pre-school is registered to care for 24 children aged two to five years at any one time and there are currently 32 on roll. It is open daily from 9.00am to 3.15pm during school term times only. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff create a safe and welcoming environment which ensures that every child engages in a stimulating range of activities in an inclusive setting. However, some opportunities are missed to develop children's independence and to extend the learning of older children. The partnerships with parents, the local school and other agencies are good. The manager is striving to improve the experiences of the children who attend the group, and the setting has satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- improve the quality of child protection training for all staff to ensure that all are sharply aware of all procedures to protect children
- provide a wider range of writing materials to challenge older children to make more progress in writing
- develop children's independence further by pouring their own drinks at snack time.

The effectiveness of leadership and management of the early years provision

The setting is effective in helping children to feel safe so that they settle and learn in a welcoming atmosphere that focuses on individual children and their families. Checks ensure that those left in sole charge of children are suitable. The manager has received training in child protection and is aware of the different signs and symptoms that may indicate a child is at risk. Although they have received training,

the awareness of other staff about child protection issues and procedures is not as sharp. Nonetheless, the setting takes effective steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe, especially for younger ones. Staff are vigilant in keeping the premises securely locked so that a child cannot escape and no unauthorised people can enter. Detailed risk assessments for the premises are regularly made.

The manager is aware of the setting's strengths and weaknesses through a process of self-evaluation. She is striving to secure improvement, with further professional development planned. There are clear improvements from the previous inspection. Children's interests are now at the heart of planning and assessment. Observations of children inform planning and support progress for individual learning needs. Younger-aged children have more activities appropriate to their needs and attention span. However, at times, older children are insufficiently challenged to make greater progress in their learning.

There are highly positive relationships with most groups of parents. The setting regularly asks parents for views and informs important decisions about provision, especially curriculum. Parents feel proud to be involved. A dad shared learning about the colour yellow by showing his child yellow sweetcorn in his allotment. A parent commented in a recent questionnaire, 'Due to imagination and commitment of staff this pre-school is thriving and happy. You just need to look at children to see this'. There is a buzz on arrival with parents encouraged to share self-registration and jointly choose the first activity. A dad and son built a Lego house together with obvious enjoyment.

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

Children enjoy the range of activities each day indoors and outdoors, in free-flow play. They are encouraged to follow their own interests, with good resources supplied. For example, children dress up as doctors and nurses modelling parents who work in the local hospital and collect their children in uniform, giving awareness of the wider world. Children are confident and collaborate well, making their own decisions. Key workers effectively extend children's language. Boys and girls play basketball, with the key workers and children counting together. The garden environment, dedicated to the setting, is stimulating with many natural materials, encouraging use of senses. Children collect shiny conkers and rustling leaves, and busy themselves filling tractor trailers with sand. The large sand pit with a wide range of tools, encourages imaginative play. Outside, number cards, alphabet posters and coloured chalk mirrors learning materials indoors. However, a wider range of writing materials and resources, such as clipboards and flip charts, would enhance learning outdoors further and provide more opportunities and challenge for older children. Children love to sing in the 'bandstand' or quietly lie in the shade reading a book. There are good relationships between children and staff. Behaviour is especially good.

Children learn how to stay healthy. Children know that they wash their hands before snack time and also after playing outside and picking up leaves and

conkers. They sing 'this is the way we wash our hands', reinforcing a healthy lifestyle. One boy said, 'we get rid of the nasty germs,' showing awareness of good, hygienic practice. Children are given the choice of a healthy snack, such as bananas, raisins, fruit loaf and breadsticks. Key workers pour drinks for the children, missing the opportunity of giving them more independence for pouring their own. Children have daily exercise outside, running and jumping. They make friends and respect one another. Most children make good progress in their learning.

Children learn to keep themselves safe. They understand that when on the street they must hold someone's hand and to be careful of traffic. A community police officer visits to talk to the children about how to keep safe when out and about in the community. Children have some opportunities to learn about diversity and disability through using multicultural resources and the celebration of religious festivals. A child learning English as a second language is well supported by the setting and additional support which is provided by the local authority. There are a range of resources to meet the child's individual needs, such as a visual timetable with symbols and picture representation.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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