

Sticky Fingers Pre-School

Inspection report for early years provision

Unique reference number 127648
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Inspector Linda Margaret Nicholls

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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 opened in 1999. It is registered on the Early Years Register. Registration is for a maximum of 30 children, in the early years age range, of whom none may be under 2 years. There are currently 48 children on roll. The pre-school operates in a large community hall in Vigo, Kent. There is ramped access. There are shops and schools nearby. All children have access to a secure outdoor play area. The pre-school is open term time only, Monday 9.05am - 12.05pm and 12.15pm - 3.15pm, Tuesday 9.05am - 12.05pm, Wednesday 9.05am - 1.05pm, Thursday 9.05am - 12.35pm, Friday 9.05am - 12.35pm. Additional lunch sessions are available. There are eight staff working at the pre-school, seven of whom hold qualifications in early years childcare and learning. The manager holds a NVQ level 5 qualification and the deputy manager a NVQ level 4. One member of staff is undertaking an Early Years Foundation Degree. The pre-school can support children who speak English as an additional language and those with special educational needs and/or physical disabilities. The group is a member of the Pre-School Learning Alliance and receives regular support from the Early Years advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Sticky Fingers Pre-School is highly effective in its self-evaluation processes, driving continuous improvement in the outcomes for all children who attend. The four Early Years Foundation Stage principles are recognised to be central to a innovative and open management structure. Positive, committed relationships develop between adults and children. Thorough wide-ranging systems are used to build and track children's dynamic progress towards the early learning goals. Children are respected and valued as individuals and consistent, comprehensive routines follow individual needs to ensure the safety and well-being of all.

What steps need to be taken to improve provision further?

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

- consider identifying the six areas of learning in individual, shared achievement booklets, so that parents may further extend and support their child's learning and experience while away from the pre-school.

The effectiveness of leadership and management of the early years provision

Clear and accurate records are maintained for safeguarding purposes. Child protection processes are fully understood so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in

their care. Training and procedures reflect current Local Safeguarding Children Board practice. Annual risk assessments are thorough and dated, being reinforced with daily visual checks to ensure children play safely. Welfare requirements are consistently applied with constant, close, supervision given so children's well-being is fully promoted. An emergency exit procedure is displayed and practised each term so that all children are aware of what to do should an emergency arise.

Professionally competent and experienced members of the staff team work harmoniously with parent-volunteers to ensure the pre-school's procedures are understood and implemented. The clear aims and priorities of the provision are supported by resourceful committed staff who recognise the importance of reflective practice and focussed general planning. Steps taken to improve the provision are recognised as having a beneficial effect on all who attend. These include changes to the methods of recording and planning and the review of policies and procedures. Ongoing training and regular team meetings are used to build new systems of working. A Setting Improvement Partnership with local authority professionals is very well established providing support and advice for committee and staff. The open self-evaluation process encourages creative comment from parents and carers whose contributions and suggestions have led to the development of a lunch session so that children gain from regular whole group experiences to aid the transition into school together with the reinforcement of social skills and habits that aid future learning. The layout of the hall provides children with a vibrant, stimulating environment where toys and play materials are arranged to plan, supporting individual enjoyment and independence. Resources are organised daily to give children responsibility and choice, including a catalogue of laminated photographs so that they may consider those items stored out of sight. Equality and diversity extensively underpin every aspect of care and learning with all children benefiting from clear assessments of their individual needs. Specific support and specialist carers are welcomed into the pre-school to ensure inclusion for all.

The partnership with parents and carers is dynamic, extensive and fruitful. Parents accompany the pre-school on regular weekly trips into local woods following the Gravesham Buddy Project (Forest School Approach) system of learning. An open door policy for parental visits is in place, while a digital photo-frame, notice boards and educative displays clearly inform parents of children's achievements and experiences towards the early learning goals. Parents provide permission for information to be shared with other providers of the EYFS. There are exceptionally strong links with the local school, specialist carers, childminders and grandparents so that children's learning may be smoothly extended although the newly introduced individual achievement booklets do not indicate the areas of learning.

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

Unique learning records are clearly and simply presented identifying children's rapid and consistent progress towards the early learning goals. Planning identifies the six areas of learning and the next steps to learning are included in formal observation records. An individual achievement booklet has been introduced

allowing parents to record children's experience away from the pre-school. Assessment of individual progress is carried forward from informal discussion of starting points provided by parents which acts as a foundation for future learning.

Children are animated, happy and enjoy their time at the nursery. They show they feel safe by their strong capacity for independent learning. They confidently choose activities at the start of each session and several contribute their choice from laminated cards depicting resources that are stored so the full range of equipment is considered for the second half of each session. Children are purposeful and fully occupied during their play. They use their imaginations as they build constructions from large wooden blocks or plastic forms, They connect the railway track or are absorbed during office role play, pushing buttons on keypads or laptops, stamping letters and posting these into the red post box. Children engage in exploratory conversation as they discuss the utensils, pots and pans of the kitchen equipment. They examine and use tweezers, spoons or forks to spoon out and serve each other with cereals from larger to smaller bowls. They readily engage adults to join them and respond confidently to discussion about their likes and dislikes. They sit close to one another, chatting, as they examine books of their choice, selecting from low level book boxes in the cosy quiet corner. They know they visit the library next door. Children experience a range of textures including shaving foam, feathers, natural woods and pine cones. They describe the foam as nice smelling and smooth. They use the branches brought back from walks in the woods as oars for the small boat in the garden outside. Children use magnifying glasses to examine the pine cones, they use a range of brushes or their fingers to make patterns in the foam. They have access to a craft stand holding scissors and a wide range of mark-making equipment, including pencils, colouring pens and crayons. Children practise and consolidate skills as staff sit with them providing discrete support and direction. Children gain confidence from consistent, familiar, staff who praise their attempts and achievements at gaining pencil control or naming and recognising number. Children develop observation and memory skills as they listen closely to well-known songs and rhymes at music time. They mirror arm and leg movements and infectiously giggle as staff encourage them to join in and repeat the words of favourite songs. Children have a rapidly growing knowledge of how things work and the skills they will need in the future. They know how to control the mouse at the laptop, to press the controls on toy kitchen items and to handle small tools safely as they saw wood or fit a screwdriver to a screw head. Children enthusiastically take part in regular weekly sessions in the local woods, challenging themselves physically as they pull themselves by rope up a slope or roll over and over down an incline. A photographic display at the entrance of the hall shows them sledging with staff and parents in the snow.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They access tissues independently and put them in a bin. They know to put their hands over their mouths when they cough. They use paper towels after washing their hands. They are gleeful and involved as they experiment with real foods during projects and know that the crushed cereal will help the birds in the garden. Children support and care for each other, they serve each other with pieces of fruit at snack time and sit sociably together during the lunch sessions at the end of the morning. Children gain independence as they pour their own drinks throughout the session. Children willingly make positive contributions

to the running of each session, they help tidy away used plates and beakers to the washing up bowl and food packaging to the bin. Children's understanding of diversity, difference and similarities are reinforced by the full integration of all children in every activity and the celebration of a range of annual festivals and special events. They learn to respect and value their own culture, as well as those of other children they know, establishing a positive bedrock for future relationships.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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