



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 303832

DfES Number: 524153

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Halla McGrady

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sticky Fingers Pre-school
Setting Address Copley Junior & Infant School
Wakefield Road, Copley
Halifax
West Yorkshire
HX3 0TP

REGISTERED PROVIDER DETAILS

Name The Committee of Sticky Fingers Pre School Playgroup
Committee

ORGANISATION DETAILS

Name Sticky Fingers Pre School Playgroup Committee
Address Copley Junior and Infant School
Wakefield Road
Halifax
West Yorkshire
HX3 0TP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sticky Fingers Pre-school, previously known as Sticky Fingers Pre-school Playgroup operates in the grounds of Copley J & I School near the town of Halifax and serves children within the local community and surrounding residential area.

There are currently 68 children on roll, 49 of whom are funded children. Funding is received for 19 children aged 3 years old, and 30 children aged 4 years old.

The Pre-school operates during term time on a sessional basis Monday to Friday 09:15 - 11:45 for children aged 2.5 - 5 years, and Monday to Thursday 12:35 - 15:05 for children over 3 years.

There are currently no children attending with special educational or who have English as an additional language.

The playgroup employs four staff and include rota parents as volunteers. The staff hold a range of qualifications including NNEB and Diploma in pre-school practice. The Pre-school has completed the Pre-school Learning Alliance Accreditation scheme, and receives support from the Pre-school Learning Alliance, and Calderdale Early Years Childhood Development Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sticky Sticky Fingers Pre-school provides a very good learning environment, where children are happy, confident, independent, and settled. Children make very good progress towards the achievement of the early learning goals, in all areas of learning.

The quality of teaching is very good and ensures that children are making progress, and move through the stepping stones with enthusiasm and enjoyment. Staff work well together, have good relationships and levels of interaction with the children. They use appropriate strategies for managing children's behaviour, and have realistic expectations. They question children effectively, encouraging them to think and talk about what they are doing. Staff plan a variety of interesting and stimulating activities, which challenge children. Good use of observations, help to set individual targets for all children, and support planning.

The leadership and management is very good. Good, effective policies are in place. Clear aims and objectives are recorded for each activity. The strong, experienced team meet regularly, to discuss areas for improvement, evaluate each other's performance, as well as the activities which they have planned for the children. There are also regular meetings between group and the management committee. Staff are keen to improve their practice, and are committed to the further development and improvement of care and education.

Partnerships with parents are very good. They have good written information about the Early Learning Goals, and the six areas of learning. They are actively encouraged to be involved in their child's learning. They share information and are able to write comments on their child's report. The setting uses a variety of methods to give information.

What is being done well?

- Children's personal, social and emotional development is very good. Staff establish good relationships with the children, and respond readily and with enthusiasm to their needs and requests. Children are happy, confident and secure in their environment, and are making very good progress.
- Children effectively learn to count and recognise basic shapes and sizes. They use mathematical language appropriately in everyday situations. They are very interested in activities which involve numbers.
- Partnerships with parents are very good. Parents are welcomed into the setting and are given good, comprehensive information about the provision and the progress their children are making.

- Staff plan a range of interesting activities which stimulate and motivate children, and encourage and challenge children by skilful questioning.
- Targets are set for individual children, and these are incorporated into future planning, to ensure progress for all children.

What needs to be improved?

- the links between where children are at in their learning and the planning

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to address the issues raised in the previous inspection report.

The long term planning has comprehensive guidance on providing practice for on-going activities. A box file is in place, which has a wide range of information and guidance for use in activities, such as outlining resources, learning possibilities, methods, and extension and differentiation.

The book area now has a much higher profile. It is attractive, welcoming, and has a wide range of story and information books.

Children now have free access to all role play activities, and adults effectively support, sustain, and extend children's play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from carers confidently, and form good relationships with adults and other children. They are happy and settled. Children choose their own activities, select their own resources, and work with enthusiasm and enjoyment. They are friendly, and confidently approach adults for support. Behaviour is very good and children respond positively to the boundaries set by adults. Children cooperate with adults and each other, and are able to take turns and work in small and large groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing very well. They confidently engage in conversations with adults and each other. They are able to speak and listen in individual and group situations. Children show an interest in books, and handle them appropriately. They show an awareness of the elements of stories, and are able to retell familiar storylines. Most children recognise their own names, and some the letter sounds and letter names of the alphabet. All children use writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are interested in and enjoy working with activities that involve numbers. Most children can count reliably to 10, and many can count beyond. They are developing an awareness of size, shape, pattern and position, by using a wide range of resources. More able children, are developing basic skills in addition and subtraction, through practical activities, such as number rhymes and playing with the dough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to access a wide range of first hand experiences to explore and investigate. They are very interested in what they observe and ask appropriate questions. They talk confidently about past and present events in their lives and those of their families. Children are developing an awareness of their own and other cultures. They are able to build, join, create and construct, using a range of objects and tools. Children show a developing understanding of everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The wide range of equipment ensures that children are able to increase skills in handling a range of small equipment, such as pencils, scissors, and malleable materials. In addition, the range of resources which promote the development of large physical skills help children move confidently and safely throughout the environment. Children show an awareness of space and others, and negotiate obstacles successfully. They are developing an understanding of keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enthusiastically join in with familiar songs and rhymes, adding appropriate actions and movements. They have many opportunities to explore shape, colour, form and texture in 2 and 3 dimensions, making models and using paint and collage materials in planned activities, and for their own purposes. Children confidently express their feelings and ideas in role play situations and in art and design.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- improve the links between the assessments of where children are at in their learning and the planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.