



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127648

DfES Number: 520879

INSPECTION DETAILS

Inspection Date 04/11/2003
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sticky Fingers Pre-School
Setting Address Vigo Village Hall
 The Bay, Vigo Village
 Meopham
 Kent
 DA13 OTD

REGISTERED PROVIDER DETAILS

Name Mrs Susan Marrable

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 opened in 1999. It is a pre-school which offers sessional care for children aged two to five years.

The pre-school is open Monday 9.15am- 12.00 and 12.30 -2.45pm. Tuesday, Thursday and Fridays 9.15am-12.00. Wednesday 9.15am-1.15pm, term time only. Currently 35 children attend the pre-school through the week. They come from the Vigo area as well as Meopham.

None of the children speak English as additional language but a small number have special needs. Eleven children receive funding for nursery education.

The pre-school is located in Vigo Village Hall in the heart of the village with shops and school nearby. They have use of the large hall which is shared with other organisations in the community. All children have access to a new outdoor secure play area.

Eight staff work at the pre-school. Most staff hold or are working towards the Diploma in Pre-School Practice (DPP) or NVQ two.

The group is a member of the Pre-School Learning Alliance and receives regular support. Staff receive support from an advisory teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Sticky Fingers Pre-school provides good care for children.

All aspects of the provision are well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set policies and procedures which all understand and consistently implement. High priority is given to ensuring children's safety both at the hall and on outings. In all aspects of provision children with special needs are well supported and fully included in all activities.

There is an effective key worker system in place which enables staff to establish good relationships with children and their parents. The small groups work effectively and enable children to enjoy all aspects of the programme. Staff use an assessment system to record all children's development which is shared with parents. Children enjoy consistent routines for playing and clear boundaries are set for behaviour which children respond to well. The staff work well as a team and plan a range of stimulating practical activities both indoors and outside which encourage children to make choices and learn. However, there is currently no induction procedure in place to help new staff.

There is a good partnership with parents and carers. There is a regular newsletter and daily informal contact with staff. The newly established parents notice board is in place with information about activities, new projects and all the policies and procedures available but a lost/uncollected child policy needs to be put in place. Information about children's progress is shared with parents.

What has improved since the last inspection?

At the last inspection, the provider agreed to ensure that a safe system for access to the group was established, kitchen drains were appropriately covered, a designated person was aware of the Code of Practice for Special Educational Needs and a record of visitors to be kept in place and all documents are written in ink. The pre-school now have a bell on the internal entrance to the group, the kitchen area where the drains are located is no longer used by children. The SENCO is aware of the Code of Practice and works with others in keeping them informed and a book to record all visitors is in place and being used. All records are now written in ink to maintain a permanent record.

What is being done well?

- Staff give children individual attention and plan activities that stimulate and support their interests. Effective grouping enables children to enjoy their age appropriate activities and enables them to play well.
- Behaviour is managed well. Staff are consistent in their approach setting clear boundaries and giving praise and encouragement.
- Staff work well as a team and support each other.
- Children with special needs receive good support from staff and are well intergrated into the group.

What needs to be improved?

- a statement of procedure to be followed if a parent fails to collect a child or a child is lost.
- introduce a induction procedure for all new staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	devise a policy to be followed if a child is lost or uncollected
2	ensure that an effective induction programme is put into place for all new staff

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

How effective is the nursery education?

The provision of nursery education at Sticky Fingers Pre-School is very good. It enables children to make good progress in personal social and emotional development, language and literacy, knowledge and understanding of the world and generally good progress towards mathematics, physical and creative development.

The quality of teaching is good. Staff plan a wide variety of appropriate practical activities. Resources are of good quality and are changed frequently to hold children's interest and organised to encourage them to make choices. All staff encourage and help to develop children's language. Free play activities for funded children are presented in an enthusiastic and lively manner. Relationships are very good. Staff have secure knowledge of the early learning goals and use assessment to chart children's progress along the stepping stones. There is a Special Educational Needs Co-ordinator (SENCO) in place who provides good one to one support for children with special needs.

The leadership and management of the group is generally good. The programme is reviewed regularly through staff meetings. The Manager encourages staff to work effectively as a team, however, there is no system in place for the monitoring and evaluating of the quality of teaching.

The partnership with parents and carers is good. Parents are greeted warmly and talk with staff about their children and are well informed of future events in the group. There is a regular news letter and a parents notice board with information about the early learning goals to help parents support their child's learning at home.

What is being done well?

- Well planned activities stimulate children's interest and motivate them.
- Very good relationships with children and parents
- Effective key working enables children's learning to be met individually and encourages their next steps.
- Counting and number rhymes are well integrated into the programme.
- Links with parents help children progress.

What needs to be improved?

- the monitoring system and evaluation of the quality of teaching.
- routines of the day to enable children to become more familiar with calculation.

- the programme for physical development, to provide more challenge for older children.
- the frequency of the use of musical instruments and the sounds they make.
- the frequency of role play to encourage children's imagination.

What has improved since the last inspection?

At the previous inspection the provider was asked to give consideration to how activities could be organised in the hall to reduce the noise level and ensure children had a quiet book corner, encourage children to contribute to discussions and share news in circle time and to ensure that children were confident in recognising letters by shape and sound.

The staff have worked hard to overcome the limitations of the hall by making the book corner secluded and contained. Children are now contributing their news at circle time. There is more staff reinforcement of letters shape and sounds in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and concentrate well on difficult tasks. They select activities from the available resources and are learning to take care of their personal needs. Children behave well. They share and take turns, and are learning to be polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff through talk and gesture. They listen enjoy sharing books with staff and others. They are encouraged to say sounds of letters and words. There is some print around the room. Children recognise their names and are beginning to write them forming letters correctly. Role play is focused, for example, "The Bakers Shop" which include opportunities to write bills.

MATHEMATICAL DEVELOPMENT

Judgement: Poor

Children are learning to count to 10 and recognise, shapes, colours and sizes. They enjoyed the weighing sand capacity for the cooking project. They learn that coins have different values as they buy items in their Bakers Shop. However, practical play situations and routine tasks such as laying the table for snack time are not sufficiently exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children to understand aspects of science. They collect leaves, observe the weather and talk about familiar sights. They have opportunities to make models from construction. There is opportunities for children to compare objects and explore living things and to use technology regularly. Children are aware of their own cultures and are learning to understand others beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given regular opportunities to balance, crawl through tunnels, and jump. Staff are on hand to give support and encourage new skills such as helping children to manage the trampoline safely. There daily use in small key worker groups of the garden for physical activities. However, there is a lack of challenge for older children. Children learn to handle scissors, pencils and paintbrushes with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically in singing. There are a wide range of creative materials available for children to explore. They draw freely and learn to apply paint in different ways. There are good displays of their work on the notice board. Children enjoy the focused role play of the Bakers Shop. However, there is insufficient opportunity to use instruments and listen to the sounds they make.

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:

- reinforce and exploit routines of the day to enable children to become more familiar with calculation.
- review the programme for physical development to provide more challenge for older children.
- review frequency of the use of musical instruments and the sounds they make.
- monitoring and evaluation of the quality of teaching.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.