

Sticky Fingers Pre-School

Inspection report for early years provision

Unique reference number	EY427440
Inspection date	01/03/2012
Inspector	Dinah Round
Setting address	Redbridge Primary School, Studland Road, SOUTHAMPTON, SO16 9BB
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Type of setting	Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sticky Fingers Pre-School open in 2011. It is a registered charity and operates from a purpose built building within Redbridge Primary School in Southampton, Hampshire. Children have access to a dedicated playroom and an enclosed outdoor play area. The pre-school also has use of the school hall and playground. It serves families from the local community and surrounding areas.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 26 children aged from two years to eight years. There are currently 44 children, aged from two to four years, on roll. The pre-school provides free early years education for children aged three and four. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 8.55am to 11.55am and afternoon sessions from 12.10pm to 3.10pm. Children attend for a variety of sessions and those staying all day bring a packed lunch.

There are seven members of staff who work with the children. Of these, six have recognised early years qualifications at the equivalent of at least level 2 and above. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know children's individual preferences well and take positive steps to ensure that all children are valued and included. Children are provided with a good range of fun and interesting play experiences and, as a result, they make good progress in most areas of their learning. Overall, children's welfare is promoted well, staff liaise effectively with parents and other professionals to enable them to meet children's needs. The pre-school has effective systems in place to evaluate their provision, which shows a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- review procedures to support children's understanding of healthy practices, with particular regard to promoting independence in blowing their own noses and disposing of the tissues appropriately
- increase children's mathematical understanding through play activities, such

as stories, songs, games and imaginative play and through everyday daily routines.

The effectiveness of leadership and management of the early years provision

Staff use the wide range of policies, procedures and records to support children's individual needs. This includes an appropriate recruitment process, where all staff undergo vetting procedures to check their suitability to work with children. Staff demonstrate a clear knowledge and understanding of their role and responsibility in safeguarding children. They are clear on procedures to follow in the event of a concern being raised with regard to a child's welfare. Effective security measures are in place to make sure that children cannot leave the premises unsupervised. Systems of risk assessment are thorough, detailed and regularly reviewed. This includes written records to identify and minimise areas of risk for children within the play environment. Staff supervise children well, they continually monitor the play environment for hazards and take appropriate action to keep children safe. As a result, children play and learn in a safe and secure environment.

The pre-school is used well to create different play and learning opportunities, both indoor and outdoor. The broad range of good quality toys and equipment are thoughtfully laid out enabling children to make independent choices about their play. Successful use of both the indoor and outdoor environments allows children to move freely between them. This aids children's enjoyment and provides them with plenty of fresh air. There is a good range of resources providing positive images of diversity, this supports children's awareness of the wider world. Staff continue to adapt the activities to make sure that all children are able to join in, such as providing larger tables within the creative area to enable more children to play.

The enthusiastic staff team work together very well. They are clear of their roles and responsibilities, and communicate continually to support the smooth running of the session. Staff attend training to update their knowledge and skills and use this to develop the learning experiences offered to children. For example, all staff attended 'Every Child a Talker' training and this has been successfully implemented in their planning and daily practice. The pre-school has only been open for a short time and the staff team are confident about what they need to improve further. For example, they have identified the need to incorporate activities outdoors to help children learn about growing and change. There are effective systems in place to monitor and evaluate the provision. This includes use of both the Ofsted self-evaluation form and the Early Childhood Environment Rating Scale (ECERS). Termly meetings between the manager and staff are carried out to review the effectiveness of the observational assessment in children's learning stories. Staff use the various systems to reflect on strengths and weaknesses of the provision, and successfully identify areas for improvement.

Staff develop good partnerships with parents. They liaise closely with parents to seek information about every child's individual needs through informal meetings and the completion of the 'Unique child book'. Staff use this information to support

children's transition from home to the pre-school. Parents are kept well informed about their children's care, learning and development. This is through regular exchange of information at handover, and viewing their children's 'learning stories' at consultation meetings. Staff organise specific events, such as a recent craft day, actively encouraging parents to get involved in their child's learning. Parents comment how they follow on activities at home and regularly take books home to read with their children. Parents are encouraged to join the committee, to share their views, and take an active part in the decision-making of the setting. Staff link with other professionals to support children with specific needs, as a result, children are well supported. The pre-school has established close links with the school to help support a smooth transition when children leave to go to school.

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

Staff provide an interesting, well-equipped and welcoming environment that reflects children's backgrounds. Children enjoy coming to the pre-school, and are motivated and keen to learn. Staff have a good understanding of children's individual needs and make sure that all children are valued and included. Ongoing observational assessments effectively monitor children's progress and achievements. Staff use this information successfully to tailor planning around children's individual abilities and interests and, as a result, children make good progress in their learning. Children's language and communication skills are developing well. They enjoy listening to their favourite stories and confidently join in with familiar words. Some children happily chat as they make a birthday cake for their friend, then sing 'Happy Birthday'. Staff interact positively with the children, skilfully asking questions to develop children's thinking and communication skills. They use the national initiative 'Every Child a Talker' to incorporate different activities to enhance children's language skills. Staff have recently introduced sign language and pictures to aid children's communication during the activities. There is good labelling displayed around the room, which incorporates different languages to support all children's needs.

Children's independence is fostered well. They show developing confidence as they select resources, put their coats on to go outside, and pour their own drinks at snack time. Children's behaviour is good. They know to stop and listen when staff shake the tambourine, and quickly find a job to do at tidy up time. Children understand the need to cooperate and work alongside their friends to resolve situations. For example, they independently use a timer and wait patiently for their turn on a bike outside. Children are introduced to number and counting through the various resources and planned activities. However, they do not always use mathematical language or solve problems during everyday activities and routines. The addition of the new pet goldfish at the pre-school generates lots of excitement. Children are fascinated to observe the goldfish and eagerly join in discussions around finding a suitable name. Staff talk to children to help them learn more about how to care for the goldfish, which raises children's understanding about living things. Children's physical development is promoted well. They show good control as they ride pedal bikes, balance on the stepping-

stones, and learn new skills to throw and catch the ball outdoors. Children show good levels of interest as they explore the various creative materials. They have fun as they manipulate the dough, transfer sand to different containers and play in the water. A story about robots motivates children to construct their own robots and they give them names, such as 'Dizzy' and 'Fizzy'.

Children follow good hand washing routines. Their independence is supported by the low-level sinks, sensor taps and paper towel dispenser. Children know to wash their hands to get them clean before eating and staff supervise the younger children to offer additional support. However, children are not always supported in learning to blow their own noses and tissues are not easily accessible. Children are provided with healthy snacks to encourage them to learn about eating healthily. Parents provide children packed lunches and staff give out leaflets to encourage parents to send in healthy food. Children are supported in learning about aspects of their own safety. For example, staff remind children to walk slowly in the room and sit properly on their chair so they stay safe. Children take part in regular evacuation practices, which raises their awareness of what to do in an emergency. Staff evaluate all fire drill practices to reflect on how procedures can continue to be improved.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	2
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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	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met