

Sticky Finger Pre-school

Mansel Park Pavilion, Evenlode Road, SOUTHAMPTON, SO16 9RS

Inspection date

Previous inspection date

09/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children show confidence and motivation in their self-chosen play because staff set up a stimulating environment each day for them to make choices.
- Arrangements for supervision of staff and the monitoring of the quality of staff interaction are strong.
- Partnerships with parents are good. The staff welcome parents into the setting to share information about children's care and learning.

It is not yet good because

- It is a newly formed setting and communication and record keeping between the team about safeguarding and welfare are not firmly embedded and rigorous.
- Children's care is not fully tailored to their needs by their key person.
- Self-evaluation and improvements are in their infancy and so not all areas of learning are fully planned for.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction indoors.
- The inspector spoke to the area manager, chairperson and staff at appropriate times throughout the morning.
- The inspector sampled children's records, safeguarding and welfare documents.
- The inspector also took account of the views of parents spoken to on the morning.
- The inspector undertook a joint observation and discussion with the manager.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Sticky Finger Pre-school registered in 2013 and is one of three settings managed by the same voluntary committee. It operates from a room in Mansel Park Pavilion in the Millbrook area of Southampton. The pre-school is open each weekday from 9.30am to 12.30pm during school term times. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting receives funding for early education for two, three and four year olds. Children come from a wide catchment area and are able to attend for a variety of sessions. There are currently 20 children on roll. The setting is able to support children with special educational needs and/or disabilities and also support children who speak English as an additional language. The setting employs five members of staff. All staff hold a relevant early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the key person's role is fully effective in ensuring that children's care is tailored to individual needs and supports them in building up a genuine bond with their special adult.

To further improve the quality of the early years provision the provider should:

- strengthen the process for information sharing with key staff particularly of child welfare concerns, and the relevant record keeping
- rigorously evaluate all aspects of pre-school practice to ensure there are high quality safeguarding and learning outcomes for all children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Most children are keen to be at pre-school and enjoy their play activities in the stimulating environment. The newly formed team are sympathetic to children and demonstrate they have a secure knowledge and understanding of how young children learn. They mostly interact purposely with the children to build on what children know and can do. For example, they encourage children to use spoons and different materials while preparing 'reindeer food' with oats and tissue paper, to put out on Christmas eve. Most staff

understand the learning aims of the adult-led activities and suitably implement them. For example, when they use positional language such as 'on', 'under' and 'around' to help children develop their communication skills. All children have undergone an 'Every Child is a Talker' audit so staff are fully aware of their stage of language development and can plan for their future learning. However, because the setting has only recently opened, not all areas of learning are planned for successfully, particularly for children's physical development. Currently there are no safe, outdoor play facilities, so staff set up some physical play activities indoors. This means that not all children are able to make good progress across all areas of learning. Children go about their self-chosen play with confidence and motivation. They build and construct on the floor in a cosy, canopied area and others sit and manipulate play dough. The staff are on hand to support and extend children in their development. For example, on the play dough table the adult points to the picture and words for 'poke' and 'squeeze' and encourages the children to poke and squeeze the play dough. In the mathematics area, children are encouraged to select mathematical resources and to count and talk about shape. Children enjoy looking at books and staff are becoming skilled at reading favourite stories, involving children in the actions and recalling the fun elements of the story. This is because of the support staff receive from the management team in developing their adult to child interaction.

There is a system to record and track children's progress towards the early learning goals, and to identify their next learning steps. These are mostly being implemented in the daily practice by the key person. However, the systems are still being embedded; for example, they are looking at how best to support children for whom English is an additional language, to ensure the gaps in their development are closing. Children are enthusiastically engaged during the singing of songs at the end of the morning session. They sing with gusto the new songs they have learnt because there is good emphasis on sharing these songs with parents, and linking the learning to home-life. This has a positive impact on their personal, social and emotional skills as well as their language skills. Overall, children acquire the skills they need to help them in the next stage of their learning. Children are learning to recognise their own names and communicate with others. They are developing self-care skills that they will need to give them independence when they go to school.

The contribution of the early years provision to the well-being of children

Most children are happy at pre-school and settle well upon arrival. Those who become emotional when leaving their main carer, after being absent for a while, are shown thoughtful adult support. For example, the adult sits on the floor by the door and plays with their favourite toys to entice and distract them, which is successful. This means children become confident and are happy to engage in play. Children build sound relationships with the key person but the system is hindered because children's care is not fully tailored to their needs. For example, nappy changing is undertaken by any member of staff and not by the key person or buddy. This prevents a genuine bond being formed with each child and impacts on their personal, social and emotional needs. Children behave well, are learning the pre-school boundaries, and the health and safety routines. For example, they regularly carry out the hand washing routine before eating

their healthy snack of fruit and when biscuit decorating. They are becoming personally independent, because staff encourage them to pour their own drink at snack time and peel their portion of fruit. The adults also encourage them to use tissues themselves. Children have supervision to the toilet because they are located in the public area of the building. The adults put up a notice saying 'children only' to alert the other users of the premises.

Staff remind children about how to play safely indoors and minimise the risks well by putting up a high partition so they only use a third of the hall. This makes it more cosy, with smaller child size dividers in place to enclose the learning areas, making less floor space to prevent running and tripping hazards. Staff record accidents and share these with parents to ensure the continuity of care, but accidents at home or existing injuries are not always recorded. Although children feel safe and staff have knowledge of the correct child protection procedures to take, the information sharing between key people and the recording of all concerns is not yet robust. Currently good attention is not given to promoting children's physical development because the setting does not use the outdoors; this is a plan for future development. Indoors, however, staff set aside part of the hall so children can use wheeled tricycles and slides to develop their large movement skills. Overall, the pre-school offers a suitably stimulating and enabling play environment that, overall, is attractive and welcoming. The adults set it up each morning and then pack away at the end of the session. This has a positive impact on some aspects of children's all round development.

The effectiveness of the leadership and management of the early years provision

All staff have undertaken induction training, are suitably qualified and hold a first aid certificate. They are fully trained in child protection and know what to do if they are concerned about a child. While the key person is not always aware of the outcome when they report concerns, the child protection designated officer follows the correct procedure when alerted to concerns and follows strict confidentiality procedures in the pre-school. The management team, however, has not ensured that the quality of record keeping is always sufficiently robust in relation to the recording of concerns. Overall the systems for staff appraisals and supervision, which are undertaken by the area manager, are strong with good emphasis on children's learning and development and coaching new staff. These are included in the very good 'Rhythm of the year' management plan which ensures policies and procedures will be regularly reviewed and staff training needs are identified. This means the management team has high aspirations and a focussed approach to delivering quality outcomes as they become more established.

Some staff have transferred from the sister pre-schools and have attended external training, such as 'Every Child A Talker', which has a positive impact on the quality of teaching. As a newly opened pre-school, they are in the process of undertaking a robust self-evaluation of the setting, and have completed some elements of an external quality audit. This is in relation to the environment and working with parents. The management team are fully aware of most of their areas for improvement and have an action plan in

place; for example, to gain funding to have a secure outdoor play space for children.

The pre-school has a secure partnership with its parents who report very positively and knowingly of the open, friendly, and communicative staff. They have termly parents' days, such as a 'craft day', where the adults role model their teaching and learning practice and talk to parents about individual children's developmental progress, while showing them their records. Management ensure they operate high staff to child ratio on these special days. Top tips for parents are recorded for them on a wipe board, such as how to promote language development at home while looking at books, going for a walk or watching TV. Each key person has a meeting with the family when they first start at the setting to discuss each child's needs and to complete a developmental starting points form. However, not all parents return the 'unique child' booklet to enable staff to have a complete picture of that child's needs from the beginning of their place. The setting fully understands their obligation to liaise with other settings and agencies to fully meet children's needs although, because the setting has only recently opened, these partnerships are not yet fully formed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY462706
Local authority	Southampton
Inspection number	922363
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	20
Name of provider	Green Lane Playgroup (Southampton) Committee
Date of previous inspection	not applicable
Telephone number	0238 076 4499

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

