

Sticky Fingers Pre-School

Abbas & Templecombe C of E Primary School, School Lane, Templecombe, Somerset, BA8 0HP

Inspection date	13/02/2014
Previous inspection date	30/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff are consistent in their support, attention and teaching of the children. They interact with enthusiasm and children respond with enjoyment.
- Children's care, welfare and learning are significantly enhanced by the inspirational leadership and management.
- The manager has a clear and thorough drive to improve the provision. This shows in how the staff are deployed and the general organisation.
- Children are extremely confident, making decisions about their play choosing from the excellent range of resources available to them.
- Activities are exciting and stimulating and children are captivated and keen to learn.
- Challenge, variation and differentiation are offered to all children; this is especially apparent for children exceeding their development levels and likewise for children with additional needs.

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.

Inspection activities

- The inspector observed the children playing inside and outside
- The inspector spoke to parents about the provision
- The inspector sampled documentation including policies, risk assessments, children's files and employee files.
- The inspector spoke to the manager at appropriate times during the inspection

Inspector

Shirelle Norris

Full report

Information about the setting

Sticky Fingers Pre-School registered in 2008 on the Early Years Register. It operates from a purpose built temporary classroom situated in the grounds of Abbas and Templecombe Church of England Primary School, Somerset. Children have use of a main playroom, integral toilet facilities, the school hall and the outdoor school grounds. There are ramps leading to the front and side entrances to the pre-school. Accessible toilet facilities are available. This committee run pre-school employs six staff, who are appropriately qualified in childcare and early years education. The manager holds a foundation degree; four of the staff hold a qualification to level 3 and one holds a qualification to level 2 in childcare and education. There are currently 31 children on roll. It is open daily from 9am to 3.15pm during school term times only. The group receives support from the local authority.

What the setting needs to do to improve further

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

- continue to develop methods to collect initial information from parents when children start the pre-school; for example family information or details that will familiarise key workers with the family.

Inspection judgements

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

The teaching at the pre-school is exemplary. The staff know the children's individual learning styles and how best to support the children to reach their potential. Staff are adept at realising children's capabilities. The areas of learning in the Early Years Foundation Stage are completely encompassed in the highly successful planning system that ensures every child is given the chance to learn and develop to their capacity.

The high quality teaching consistently challenges the children and this means that their learning is sometimes exceeding expected levels. Staff provide support and encourage children's independence whenever possible, boosting their self esteem and sense of responsibility. Spontaneous and planned opportunities to promote learning happen naturally because the staff have a thorough understanding of what is required to help children to progress their learning.

Staff model excellent language and facilitate children's individual aptitude when making conversation and teaching them new words, consequently children make good conversationalists and develop their communication skills fully. Children's mathematical skills are developed extensively through focused stories, nursery rhymes and songs and

generally when children are at free play. This happens because staff are skilled at seizing all opportunities to help children learn about numbers, shapes and use mathematical language.

Activities like 'fingerprint robins' are displayed and the children have counted out the number of birds there are, artwork is displayed with pride and children are able to refer to this with a strong sense of achievement.

Children confidently retell stories whilst they are playing in the sand and staff prompt their memories and they soon recall the words to favourite stories. This promotes a love of stories whilst emphasising learning about language and literacy. There are captivating, stimulating and enchanting tasks for children to become involved in throughout the session. Staff provide children with excellent opportunities to explore and plan engaging themes, such as Adventure Week. This captures children's imaginations and provides a broad range of learning experiences. For example, a skilfully planned Safari hunt outside gives children individual responsibilities like taking notes, taking photographs and using binoculars to look for the animals. Animals are hidden and the children are excited to find them, they search with enthusiasm and write the letters of the animals they find. One child says 'This is a J for jaguar'. The teaching to consolidate this learning after the activity is exceptional; children learn and are taught in a manner that extends their individual understanding. Each child plays an important part in the whole process, everyone is included.

Staff encourage children to use a wide range of equipment to enhance their understanding of technology. Tablet computers, laptops and metal detectors are all used to introduce and increase learning and prepare them for their future experiences. Children have great fun using a voice changer to sound out words on the tablet computer and laugh as they learn. Staff are vigilant to ensure that this learning is purposeful and fun without being overpowering or overwhelming. Highly effective support and excellent teaching skills make certain that children are given the support or equally the independence they need to learn effectively.

Assessment of the children is highly focussed and a sharp attention to detail ensures that staff take care to individualise their consideration of support for each child. Observations of the children are completed when staff realise there is a clear route that will enhance development and move children to their next level of learning. The staff have an empathic and sensitive manner. Consequently, they adapt their approach to tailor the understanding for the individual child.

Connections with the local schools are strong and this is because the manager realises the importance of making the transition for the children a smooth procedure over time. Children visit the school and spend valuable time to familiarise themselves with the staff and the setting to help them to build their confidence. Informative documentation that enhances every child's experience whilst at the pre-school is given to parents. This ensures they are fully involved and able to support their child's learning and development. Staff use supporting materials like the Every Child a Talker and Letters and Sounds to plan an ideal environment for children to thrive and flourish. The impact on the children is that their communication skills are excellent. Staff make certain sign language, gestures and

visual clues are used to help all children make their needs known and to understand what is being taught.

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

Staff help children to make significant progress in their personal, social and emotional development. They teach the children to learn about their own identity and to value others. Staff encourage children's independence, enabling them to demonstrate high levels of self-assurance. Children are exceptionally secure in the pre-school, because impressive methods of planning to make sure their needs are met successfully. In addition, the highly effective key person system ensures children have a special person who knows them extremely well and meets their needs accordingly. However, staff do not always seek additional information about each child's family to enhance their knowledge.

A broad range of high quality resources are available. Children are instantly drawn to their areas of interest. Independent play and exploration is encouraged and positively supported by staff. Children make a space den in the home corner that demonstrates and celebrates their ideas and interests. Proficient knowledge of individual children's abilities and interests mean that staff are able to adapt the way in which they react to children's contribution's during activities. Variation in how staff respond to individual children's learning is commendable as they are astute in analysing differing abilities and implementing precise tasks that promote learning.

At snack time children are completely aware of what is expected of them as the routine is established. This helps children to feel secure and content. Meticulous routines mean that children know that they can use the snack bar when they chose. They clearly understand that only three children can attend the bar at once as the chairs are numbered, they do not question this as it has been consistent in their experiences. Children are offered independent opportunities like pouring their drinks and choosing their healthy snack. At lunchtimes, staff sit with children and their conversation encourages learning about their home life. Children are uninhibited and freely discuss and reflect on their news providing a special time for children and staff. Throughout the schedule staff teach children about healthy lifestyles and the importance of maintaining a clear hygiene regime. Children independently and regularly wash their hands and staff talk about the importance of being healthy and preventing the spread of infection.

Children have excellent manners and they use them little prompting, staff are quick to praise good manners and equally efficient in reminding any child that may forget.

Staff consistently reinforce the rules and expected behaviour guidelines, and consequently, children behave impeccably. At tidy up time special music is played and children respond with vigour and zest. They sing as they tidy and staff join in, providing excellent role models.

Children with additional needs are supported wholeheartedly and staff teach all children to respond to each other with sensitivity and respect. As a result, there is a true sense of

teamwork at the setting. Children who need extra support are offered extremely stimulating tailored activities by inspirational staff, whose attention to detail is astounding. Set times in the session are prioritised to ensure that areas are quiet and focussed for specific learning for children with additional needs.

Staff have an exceptional knowledge and understanding about their responsibility to safeguard children and help them learn about being safe. Risk assessments and continuous assessments of the provision substantiate the importance of protecting children from harm.

Images and resources that reflect diversity and cultural differences are in abundance and this means children have a clear positive attitude that helps them to understand the world they live in.

Reliable and tested methods of preparing children for their next steps in learning like starting school are thorough and approached with sensitivity to make sure parents and children are included in the process. This makes certain that children are extremely well informed and supported to move on to school or to another setting.

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

The leadership and management at the setting are inspirational. Management are clear about their responsibilities in meeting requirements. Staff have a clear understanding of safeguarding procedures and even committee members have attended training. Comprehensive risk assessments assure children's safety.

The manager has organised and structured a highly successful system that creates and promotes teamwork. The teaching is of consistently high quality and staff sustain remarkable levels of genuine interest and involvement with each child they support. Children cannot fail to be interested and motivated to learn because the opportunities to explore and investigate have been strategically planned for. This is carried out effectively because staff have an expert understanding of the Early Years Foundation Stage. The manager has devised systematic organisation of required documentation to ensure the provision is up to date and effective.

Children's records of development and liaison with parents about these make certain that there is continuity and optimal support for children's learning. Parents are kept up to date with children's progress and some children are given home learning that supports interests and abilities. The manager has adopted a secure, robust method of evaluating the provision and all staff are involved in this process. There are regular audits carried out in areas of the provision that are over and above what is required. These are completed to ensure that the monitoring of the provision is paramount. Staff are offered responsibility and specific roles that help support the effective running of the systems in place.

Training, recruitment and ongoing professional development are a high priority for the

manager and this is evident in how prospective strategies are adopted to foster this outlook. The manager is proficient in ensuring the staff are fully supported in their positions. Regular appraisals give the committee and the manager the opportunity to maintain the successful environment. All staff are enthusiastic and have a positive approach to increasing their knowledge to best support the children and the organisation of the provision. This means that children cannot fail to flourish and achieve their full potential with knowledgeable, genuine teaching.

Partnerships with parents are extremely robust. Staff work hard to maintain relationships and they do this by ensuring and giving parents every opportunity to become involved in the setting. Parents are asked for their contributions and suggestions to improve practice and they say things like "this is a wonderful preschool" they comment on the "enthusiastic staff." Being a committee run preschool means that parents have an active role to play. This ensures that there are positive relationships built that collectively support the provision and ultimately offer an excellent place for children to learn and develop. The committee are dedicated and this is because they have taken the time to train and understand their role in supporting the staff. Working together to fund raise and participate in themed events like 'Pirate Day' mean that the manager has created beneficial connections that bring families together and celebrate the children's achievements. Excellent links with outside agencies have been established to effectively offer advice and support to the setting and the parents.

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	EY369814
Local authority	Somerset
Inspection number	844313
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	35
Number of children on roll	31
Name of provider	Sticky Fingers Pre-School Committee
Date of previous inspection	30/09/2009
Telephone number	07742 895 967

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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.

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