

Sticky Fingers and Oasties

Lower High Street, Wadhurst, East Sussex, TN5 6AX

Inspection date

Previous inspection date

09/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff support children to become motivated and enthusiastic learners.
- The positive, friendly environment helps children to learn to behave and to develop very good social skills.
- Children are developing independence in their health and self-care, exercising regularly and enjoying nutritious snacks and meals.
- Effective and well thought out safety arrangements are in place, protecting children as they play and learn.
- Children play with an interesting range of toys and equipment, which significantly enhance their learning and enjoyment.

It is not yet outstanding because

- There is some inconsistency in the effectiveness of arrangements to involve parents in planning to promote their child's future learning.
- Displays, which celebrate children's individuality and achievements, are not always positioned so that children can fully appreciate them.

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 viewed all areas used by children, indoors and out, and scrutinised security arrangements.
- The inspector spoke with the manager, staff, parents and children during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a selection of documentation including children's progress records.

Inspector

Liz Caluori

Full report

Information about the setting

Sticky Fingers and Oasties registered in 2004. It is based in Uplands Community Technology College in Wadhurst, East Sussex. The Sticky Fingers element of the group offers care for children in the early years age group from 7.30am to 6pm all year round. The Oasties element provides a breakfast club, after school club and holiday play scheme for school age children. The breakfast service runs from 7.30am until 9am and the after school service runs from 3pm to 6pm. The holiday provision for school age children runs alongside the early years service also running from 7.30am to 6pm. The group operates from a single storey building with two halls and three group rooms. There are also toilet facilities, two kitchens and two fully enclosed outdoor play spaces.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children aged from 18 months to under eight years on roll, 31 of whom are in the early years age group. The group receives funding for the provision of free early education to children aged two, three and four years.

The group is able to support children with special educational needs and/or learning disabilities as well as those who speak English as an additional language.

There are 10 staff who work directly with the children and, of these, seven hold appropriate early years qualifications. The manager holds Early Years Professional Status. There is also member of staff responsible for administration.

What the setting needs to do to improve further

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

- strengthen further planning arrangements by exploring ways to more fully include all parents in setting learning goals for their children
- enhance the arrangements to promote children's self-esteem by displaying their artwork and photographs in areas that they can easily see.

Inspection judgements

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

Children make good progress in all areas of their development and are becoming very independent learners. They benefit from the good opportunities they receive to learn through exploration and discovery. Children who attend the early years element of the

service are free to choose the activities they want to take part in and games they want to play for most of each day. Staff offer appropriate support and encouragement, skilfully recognising when to interact with children to extend their learning and when to just observe. There are also elements of the day which have more structure which gives children a reassuring sense of routine.

Staff know children well and plan activities and experiences which they enjoy and which are appropriately challenging. They complete observations of children as they play to identify each child's interests and levels of ability. They provide parents with regular updates of their child's progress but tend to discuss future learning plans verbally. This arrangement favours parents who come into the group regularly and does not ensure that all parents take a fully active role in planning and setting goals for their children. Staff complete the required progress checks for two-year-old children.

Staff working with the early years children use good teaching techniques to engage their interest and promote their learning by building on their curiosity. For example, a member of staff supports a child who is playing with a selection of underwater creatures. She points out the different features such as the claws, drawing the child's attention to the difference between the crab and the lobster. This supports the child to develop their understanding of the world while also extending their vocabulary. Staff use consistently effective strategies to promote children's speech. For example, they ask open-ended questions and listen with genuine interest to children's responses. As a result, many lively and interesting conversations can be heard.

Children show high levels of creativity and imagination and staff support this well. They allow children constant access to art and craft resources and writing materials both inside and in the outdoor play areas. As a result, children are able to practise writing or to create artwork, whenever the mood takes them. In addition, most of the children like to get messy in activities such as exploring the sandpit, painting their arms with shaving foam and having their faces painted. Staff prepare displays featuring photographs of children engaged in a range of activities and children's artwork, which act as discussion points and help to reinforce their learning. These are generally effective in engaging children's interest but some opportunities are missed to exploit this as they not all are positioned in areas that children can see easily.

There is a good focus on supporting children's physical development. In doors, children regularly exercise using a climbing frame and a ball pond. Children also spend a lot of time outdoors where they confidently run around, play ball games and use ride-on toys. Staff make good use of the outdoor area to promote children's understanding of the natural world. They do this through activities such as growing vegetables and pond-dipping.

There are resources and experiences which feature a range of languages to help children to understand the skills needed to speak more than one language. These include a range of dual-language books and weekly French sessions. Good arrangements are also in place to support children with special educational needs and/or disabilities.

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

Effective key person arrangements help to ensure that children's care needs are fully understood. Children form trusting relationships with staff, which help them feel secure. In addition, parents spoken to feel that they have positive and useful relationships with their child's key person. Staff offer appropriate advice and guidance to children to help them learn to keep themselves and others safe. As a result, children speak knowledgeably on topics such as the need to wear gloves when taking hot dishes out of the oven.

Children are friendly, polite and generally develop good social skills. The manager monitors staff interaction with children to make sure that behaviour management strategies are positive. The friendly interaction of staff helps children to develop positive self-esteem.

Staff prioritise children's health well, for example, they provide healthy snacks and meals which children thoroughly enjoy. They also help children to develop good personal hygiene practices, including washing their hands before eating. The environment is clean throughout and staff follow good food hygiene arrangements when preparing and serving food. Staff also ensure that all children exercise regularly and encourage them to spend time playing in the fresh air.

There is a broad range of interesting resources for children both indoors and outside. These significantly enhance their enjoyment and learning. The toys in each room are appropriate for the age and developmental stages of the children that are based there. For example, early years children explore their large role-play area and comfortable book corner. Those attending the after school club have access to additional resources such as a pool table.

There are good arrangements to work with parents in order to prepare early years children for their move to school or nursery classes. Staff speak positively about the changes that the child is going to experience to help them to feel emotionally ready. They also aim to make sure that children have important practical skills such as independence in their self-care, and the confidence to speak in front of others.

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

Strong leadership and management, and effective team working results in an efficient service and harmonious atmosphere. Staff working with the early years children fully understand their responsibility to promote their learning and development and do this well. The manager recognises the importance of monitoring the quality of the educational programmes and has recently enhanced the systems to support this. In addition, the manager and staff meet regularly to evaluate the strengths of their service as well as to identify areas for further development. As a result, they effectively prioritise improvements to make sure that the service evolves to continually meet the needs of the children and their families. For example, the manager has recently introduced an on-line tracking

system to monitor children's progress. While staff become familiar with this, they continue to use paperwork alongside so no child's progress is missed. Staff receive ongoing support in their professional development through regular one-to-one supervision meetings and annual appraisals. They use their qualifications well and attend regular training to enhance their skills and knowledge. For example, staff new to working with the older children are due to attend training to build their confidence in this area. There are appropriate procedures to take action to deal with any issues of inappropriate behaviour by staff. The manager clearly understands her responsibilities with regard to keeping Ofsted notified of certain changes and events.

Children play in a safe environment and security arrangements are strong. The gates to the playground are locked when children are playing outside and, at other times, visitors have to ring a bell and be let in the premises by staff. Staff to child ratios are appropriate and deployment is effective. Staff are vigilant in their supervision of children. Robust recruitment arrangements help ensure that staff caring for children are suitably vetted and experienced. In addition, visitors are not permitted to have unsupervised contact to children at any time. The manager takes lead responsibility for child protection within the group. She understands the procedures to follow should concerns arise about the welfare of any of the children or if an allegation is made against a member of staff. Appropriate risk assessments are undertaken and staff review these regularly, putting in place appropriate precautions to minimise any hazards. For example, there has been an effective reorganisation of space within the building to keep children safe while essential maintenance takes place.

Parents spoken to praise staff and feel that their children are happy. Parents are satisfied with the progress their children are making. In addition to regularly speaking with staff, parents have access to a lot of written information including the group's policies and procedures. Effective partnership working takes place with other professionals, including other childcare settings where care is shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY271308
Local authority	East Sussex
Inspection number	977200
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	32
Number of children on roll	56
Name of provider	Uplands Community Technology College
Date of previous inspection	not applicable
Telephone number	01892 786 585

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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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