

Sticky Finger Pre-school

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

Inspection date

13/11/2014

Previous inspection date

09/12/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- An effective key person system provides children with a strong base for developing their independence, and their confidence to explore an interesting and well-resourced pre-school.
- Strong arrangements are in place for safeguarding children, including child protection training, partnership working with local agencies, and staff guidance.
- Children enjoy plenty of time in the fresh air, and staff teach them the importance of healthy eating and physical exercise.
- A wide range of initiatives engage, support, and build on parents' interest in their children's development, and provide children with continuity in their learning and care.

It is not yet good because

- Adult-led group sessions are not organised effectively to meet children's individual needs. This results in high noise levels and means children are not able to listen and attend as part of their communication and language development.
- The outdoor play area is new and provides limited opportunity for children to investigate and explore the natural world through digging and planting.

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 a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

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 community hall in Mansel Park Pavilion, in the Millbrook area of Southampton. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school is open each weekday from 9.30am to 12.30pm during school term times. There are currently 26 children on roll, all of whom are in the early years age range. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four years.

There are seven members of staff who work with the children. Five staff hold a relevant early years qualification at level 3 or above.

What the setting needs to do to improve further

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

- improve the effectiveness of the whole-group and key-group sessions so they meet the individual needs, interests and stages of development of all children and promote all aspects of children's communication and language development, particularly their ability to listen and attend, and understand.

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

- develop opportunities for investigating and exploring the natural world in the garden area.

Inspection judgements

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

Staff continue to work very hard towards establishing a relatively new pre-school in a community building. They plan and create a wide range of attractive, interesting, and engaging activities that promote most aspects of children's learning and development well. When children are able to flow freely between activities, they play and explore creatively, for long periods of the session. For example, children investigate and experiment with a range of different construction materials, as they play outdoors. Girls picked up hard hats from the indoor role-play area and manoeuvred large diggers. Boys pretended they were on a building site, like the one on an enormous poster that staff hung from a builder's

barrier. Staff equip the pre-school well with resources children can see and reach. This supports children as they have the tools and props they need, to follow their own ideas imaginatively and creatively. For example, staff leave a variety of notepads, clipboards, and writing tools in an area they have set up as a post office. Children gather these up, and pretend to write lists of building supplies. They also use large chalkboards to plan shapes and buildings. Staff prompt children to think about how they can make their buildings stronger, and warmly praise their efforts to try again when their constructions collapse. Older children persist with projects, as they review and make changes to their buildings. This is because attentive staff know how to promote their learning and share their excitement with the children in these situations.

Staff plan activities that capture children's interests and enthusiasm, but do not always allow children to investigate them. For example, staff plan adult-led group activities at the start of each day. Staff aim to use the whole group session to nurture children's personal, social, and emotional skills, and facilitate their communication and language development. However, children are distracted as they can see, but not access, the wonderful array of toys staff have prepared in the main play areas. Background noise levels rise as staff attend to children's individual needs as young children lose interest and become restless, demanding more attention from staff. This makes it very hard for all children to listen and attend, and the benefits of good quality teaching are lost, as high noise levels echo around the room. Staff also design small group activities where they target children's individual progress towards the early learning goals. For example, one group of children played games to support sharing and taking turns, while another group practised listening to, and saying, rhyming words. Again, background noise levels masked the voices of children and staff. Children were unable to hear similarities and differences in the words they were trying to sound out and say. This means that the children could not hear simple differences in sounds such as 'd' and 'g', or 's' and 'sh', and muddled them up when speaking and playing listening games. Education programmes do not therefore always promote children's development of good listening, attention, or speaking skills.

The quality of teaching, assessment, and planning in other areas of the pre-school demonstrate staff's ability to raise standards and deliver good quality education programmes. For example, staff have further improved their careful tracking of children's progress by moving from a detailed paper-based record system to an on-line computer system. Conversations with parents highlighted the positive impact of these timely 'easy to access' observations, as parents carry over new skills and learning to activities at home. Parents also understand how they can add to their children's records and celebrate new achievements with the pre-school team. This two-way flow of communication helps staff and parents work together to identify gaps or delays in children's development. Staff and parents try out new ideas to support children to reach their next steps in learning at the pre-school and at home. They also share progress up-dates easily with other professionals when this is helpful. Children learning English as an additional language make good progress given their starting points. Monitoring of children's progress across the pre-school helps to ensure that all children are ready for school and their next ventures in the community.

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

Pre-school practices help children, and their parents or carers, to settle into the pre-school routines. Parents and staff share a wealth of information about children's individual needs, and the organisation of the pre-school. Each child has both a key person, and a second member of staff, who tailor care to match children's individual needs. Children build up a genuine bond with both adults, who know them well and provide them with a secure base from which to explore and gain increasing independence.

Staff discuss their emotions with the children, and they have sets of picture cards to help children explain how they feel. Staff use these picture prompts to assist children as they stop and think about their actions. Sensitively, staff suggest how children can behave in a positive, friendly, and trusting manner. This helps children to learn the difference between behaviours that are kind, friendly, and positive, from those that make adults sad. Staff find amicable ways of resolving conflict when it occurs. For example, children used sand timers to help them learn to take turns on favourite tricycles. Staff also gave children a variety of visual rewards, such as stickers and certificates, to promote and reinforce positive behaviours. As a result of staffs' clear expectations, the behaviour of the older, more established children in the pre-school is generally good.

Staff work closely with families to support children through significant changes such as the birth of a sibling, separation, and moving house. Staff teach children how to care for the pre-school hamster, while they spend special times providing stability and nurturing to children who are working through changes in their home life. Children learn to be kind and gentle to small creatures and enjoy the tickle of whiskers, and the softness of warm fur. Staff also use such experiences to teach children how to manage risks and keep themselves free from harm. For example, children learn to wash their hands free from germs after touching animals. As staff place the hamster near the new purposely-designed bathrooms, children independently wash their hands and become increasingly able to manage their own personal needs. Staff also teach the children to let go of a sweet corn kernel before the hamster mistakes their fingers for a bit of vegetable. The children understand that the hamster needs to exercise each day to keep him healthy. Staff teach children about how these principles also apply to them. Staff encourage children to move fast and slowly, to stretch out their legs, and move them quickly as though they are on a treadmill. Children make links between feeding the hamster kernels of sweet corn, and their own healthy choices at teatime. They begin to understand that animals work at keeping their teeth and bodies healthy, just like the children do.

Staff work well as a team as they supervise children across all areas of the pre-school, indoors, and outdoors. They encourage the children to tidy up and to work as a group in different activities, and provide children with praise for their positive actions. Children learn to take responsibility for their actions, their environment, and their place in the team. These skills prepare children well for their moves to school.

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

Staff training and supervision has a strong focus on safeguarding and child protection. The area manager is the lead practitioner who takes responsibility for ensuring all staff understand their safeguarding policy and procedures and that they are up-to-date with all current legislation. This enables staff to identify signs of possible abuse and neglect at the earliest opportunity. Staff respond in a timely and appropriate way, through effective partnership working with local agencies, to keep children safe from harm. Clear policies and procedures are in place for the recruitment and vetting of new staff to help ensure they are suitable to work with children. A carefully planned system of supervisions, appraisals, and on-going training helps to keep staff suitable to fulfil the requirements of their roles and responsibilities. For example, all staff hold current training certificates in paediatric first aid, health and safety, and in food hygiene.

The managers use a secure on-line record keeping system so that any accident, incident and medical forms are stored alongside correspondence from parents and external agencies. This system, along with the new on-line tracking of children's learning and development, help to ensure there are high quality safeguarding and learning outcomes for all children. For example, managers reviewed the number of observations each member of staff made, on each of the children in their key group, across each area and aspect of learning and development. This clearly illustrated staff's difficulty in assessing children's skills in listening and attending, and understanding across the pre-school. These measures provide managers with systems to evaluate the effectiveness of the pre-school, identify areas of concern, and initiate plans for improvement. The managers were working through this process. However, they were waiting to log a few more observations on their new tracking system, before fully evaluating the impact of their teaching across the morning sessions.

The area manager meets regularly with other local providers to share and review good practice. This provides her with a strong network of support when implementing improvements across all aspects of the provision. The pre-school has clear and well-understood procedures for assessing any risks to children's safety, and reviews these procedures regularly. Staff carry out daily risk assessments, which also help staff minimise any risk of harm to children. Staff and children practise evacuation procedures regularly so that all children understand what is expected of them when the alarm sounds. Children enjoy the outdoor play area, which includes a variety of soft and hard surfaces, enabling them to learn to peddle tricycles and build with construction sets. However, arrangements for the pre-school to use this area, on a permanent basis, are not in place so staff cannot pursue some of the ideas on their development plan. For example, it is not practical for children to dig with sand or soil in the community hall, but staff cannot provide big planters or a sandpit in the outdoor area. This limits opportunities for children to explore the natural world.

Staff continue to establish strong partnership working with external agencies such as health, education and social care. These partnerships help to secure appropriate interventions for individual children to receive the support they need. Staff support parents with written reports and attend multi-agency meetings with them when necessary. This helps parents feel more confident to voice their concerns. It adds a further perspective on children's individual needs and achievements and provides staff with the best information

possible to support children. Staff also use their website to provide parents with a wealth of guidance and ideas for promoting their children's learning at home. Parents greatly appreciate the support they receive from the dedicated and caring team of staff.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	26
Name of provider	Green Lane Playgroup (Southampton) Committee
Date of previous inspection	09/12/2013
Telephone number	0238 076 4499

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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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Store St
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M1 2WD

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