

# Stickney Pre School and Kids Club



Stickney C of E Primary School, Main Road, Stickney, BOSTON, Lincolnshire, PE22 8AX

## Inspection date

17 March 2015

Previous inspection date

12 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of changes to the committee. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role.
- The supervision meetings with staff are not highly effective. This means that staff are not fully supported to discuss sensitive issues and to develop their care and teaching of children.
- Staff do not yet have highly effective strategies in place to enhance the two-way flow of information shared with all parents to maximise children's learning.

### It has the following strengths

- Teaching is good. Staff know children learn best through a balance of adult-guided and child-chosen experiences. They make good use of group activities to develop children's listening and attention. This gives children important skills for their eventual move to school.
- Staff know the children well. They observe them to identify their interests and next steps for learning. Subsequently, they plan opportunities to encourage and support children to make good progress in their learning and development.
- Staff build up strong emotional attachments with the children. Consequently, children demonstrate self-confidence.
- Staff have high expectations of the children. They encourage independent self-care skills.

## What the setting needs to do to improve further

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

- develop the current supervision meetings with staff to ensure that sensitive issues can be discussed formally and continuous development is consistently applied for the benefit of the children
- develop the partnership with parents further, to enhance the ongoing exchange of information relating to children's learning at home and in the setting, to better inform planning and further maximise children's learning.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the pre-school and had discussions with the manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the classroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

### Inspector

Sharon Alleary

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff are all well qualified and, as a result, teaching is consistently good. Staff introduce props to a singing session. Children have a repertoire of songs that they sing with great gusto. Staff offer lots of praise and encouragement for their efforts. They sit alongside children and introduce a storyline into their play, which nurtures children's thinking skills. They ask questions that have more than one answer, such as, 'What do you think we can do?' Children with English as an additional language make very good progress in their speaking skills. This is because the staff speak to the parents when children start and respect their wishes to speak English in pre-school. Children with special educational needs and/or disabilities make good progress. Staff liaise with other professionals involved in the children's care to set realistic targets for their learning and development.

### **The contribution of the early years provision to the well-being of children requires improvement**

The provider does not effectively assure children's safety. She has failed to notify Ofsted of additions to members of the committee. This means that people, whose suitability has not been assessed by Ofsted, oversee the pre-school. Children decide whether they wish to play indoors or outdoors, and they develop their physical skills on the large climbing and sliding frame. This means they benefit from plenty of fresh air and exercise and the importance of this. Relationships with the host school are very good. The Reception class teacher visits children in the pre-school. Consequently, children are emotionally prepared for their move to school.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Leadership and management of the pre-school lack efficiency. Ofsted have not been informed of additions to the committee within the prescribed time period. However, the impact on children is minimised because all committee members hold a current Disclosure and Barring Service check. Staff keep children safe. They can identify the signs and symptoms of abuse and know what to do if they have concerns about a child in their care. Staff attend regular training. This has a positive impact on children's learning and development. The manager reflects on the strengths of the pre-school and the areas for improvement. She supports her staff by having discussions with them. However, this system does not fully support staff to discuss sensitive issues and ensure teaching practices are developed to the highest level. The manager oversees the accuracy of the way in which children's progress is monitored. She analyses the data to identify any gaps in the educational programme. Staff share ongoing information about children's learning and development through daily diaries. However, some parents are more reluctant to contribute to the diaries, and staff have not explored other ways to get the most comprehensive picture of children to further maximise their learning. Staff share information with other providers where children also attend. This ensures children benefit from continuity in their care and learning.

## Setting details

<b>Unique reference number</b>	EY427299
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	852773
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Stickney Pre School Committee
<b>Date of previous inspection</b>	12 October 2011
<b>Telephone number</b>	01205 481007

Stickney Pre school and Kids Club was re-registered in 2011. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds a qualification at level 2, and the manager holds a degree in early years. The pre-school opens Monday to Friday, during school term times. Sessions are from 9am to 3pm. The pre-school also offers after-school care for school-age children from 3pm to 5.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The provision supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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.

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