

Sticky Fingers Pre-School

Vigo Village Hall, The Bay, Vigo, Gravesend, Kent, DA13 0TD



Inspection date	25 November 2015
Previous inspection date	26 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of the teaching is good. Staff make learning fun. Children are enthusiastic about their activities. All children make good progress.
- Children are happy. They make secure attachments and they settle well. Staff are very kind and caring.
- The partnership with parents is good. Parents are fully involved in their children's development, which helps staff meet children's physical needs to a very high standard.
- Staff promote children's personal, social and emotional development exceptionally well. Children are keen to help. They gain very high levels of independence and self-esteem.
- Staff work well together and are mutually supportive as they reflect on their practice and make suggestions to improve outcomes for children.
- The owner/manager makes sure that staff are good role models to the children. Staff teach children to respect one another and to be polite.
- There are good links with other providers to provide continuity for children. Staff liaise effectively with local schools and help children to feel confident when they move on to a new environment.

It is not yet outstanding because:

- Staff do not regularly plan to extend children's skills in technology.
- Although staff use children's suggestions for general activities, they do not always encourage children to plan their own activities.

What the setting needs to do to improve further

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

- increase opportunities to develop children's knowledge and skills in technology
- provide every opportunity for children to decide what they need to learn next and to plan their activities.

Inspection activities

- The inspector toured the premises and observed activities both indoors and outdoors.
- The inspector spoke to staff, children and parents to ascertain their views.
- The inspector held discussions with the owner/manager and the deputy manager.
- The inspector looked at the available resources and sampled relevant documentation.
- The inspector carried out a joint observation with the owner/manager.

Inspector

Annette Blundred

Inspection findings

Effectiveness of the leadership and management is good

The owner/manager is an enthusiastic leader. She ensures staff are well qualified through thorough recruitment, selection and induction procedures, and that they are suitable to work with children. The owner/manager and deputy manager meticulously reflect on staff practice and involve staff, parents and children in the self-evaluation process. Regular observation methods and ongoing support sessions identify staff training needs. Safeguarding is effective. Staff prioritise children's safety by using close supervision, daily safety checks and effective risk assessments. All staff have a good knowledge of their responsibility to protect children from harm. Tracking processes for children's progress are effective. Staff have reviewed the provision for boys after identifying gaps in their learning.

Quality of teaching, learning and assessment is good

Staff provide stimulating and inviting environments. Children enjoy selecting resources. Daily outdoor learning is popular for those children who like to play outdoors. Staff interact with children as they play, extending their skills and knowledge across the areas of learning. Children enjoy learning about the natural world and engaging in art and craft activities. Following training, staff are skilled in developing children's communication and language skills. They regularly assess children's development across all areas of learning to decide on their next steps in learning. Children clearly enjoy the activities on offer.

Personal development, behaviour and welfare are outstanding

Staff provide wonderful opportunities for children to benefit from fresh air and exercise. Parents value this aspect, and say that their children are excited to attend pre-school and play outdoors. Staff teach children how to keep themselves safe, for example, when on slippery steps. Children learn to climb, balance and extend their physical skills well. Staff promote independence exceptionally well. Children assist ably in daily routines and learn to use tools, such as scissors and knives, safely. Staff teach children to assess risk for themselves. For example, when children use real tools, staff ask them to explain the safest way to store these. Children learn to take responsibility for their own health and hygiene. They wash their hands after outdoor or messy play, and before eating and cooking. Children regularly enjoy cooking and preparing food. For instance, on the day of the inspection they made mince pies. Children behave extremely well, and learn to resolve minor conflicts. Parents say that their children grow in confidence at the pre-school.

Outcomes for children are good

All children progress well overall from their starting points, including those with additional needs. They gain skills in early literacy and mathematics. For example, children count, learn to listen and begin to write. They gain particularly valuable self-help skills. Children are well prepared for starting school.

Setting details

Unique reference number	127648
Local authority	Kent
Inspection number	825436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	46
Name of provider	Susan Marrable
Date of previous inspection	26 January 2010
Telephone number	07855 134379

Sticky Fingers Pre-School registered in 1999. It is open each morning during school terms. It is accredited to receive government funding for the provision of free early years education for children aged three and four years. Eight members of staff work with the children; of these, seven hold appropriate qualifications. The manager holds a qualification at level 5 and another member of staff holds Qualified Teacher Status.

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