

# Sticklebricks Pre-School

1 & 2 Woodville, Crosslands, Barnstaple, Devon, EX31 2HJ



<b>Inspection date</b>	1 February 2017
Previous inspection date	23 October 2012

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

## Summary of key findings for parents

### This provision is good

- Staff regularly observe and assess children's learning, and use this information effectively to adapt the activities they provide. They work in close partnership with outside agencies to provide individual support for children who require additional help.
- All children make good progress. Staff successfully interest and engage children in a wide range of stimulating learning experiences. For example, they provide resources that children can explore as they choose, such as pasta with different containers and tools.
- Staff form positive, trusting relationships with children and their families. Children settle in quickly and enjoy coming to pre-school.
- The manager completes and regularly reviews risk assessments, including for outings, to identify necessary procedures to help keep children safe at all times.

### It is not yet outstanding because:

- Staff do not regularly receive meticulous support from the manager to continue to develop their skills and understanding. For example, sometimes they do not give children time to think about and respond to questions, and do not help children understand the boundaries as well as possible, using more positive language.
- Staff do not work closely with parents when their children first attend to find out what children already know and can do, or inform parents frequently about their children's next steps in learning.

## What the setting needs to do to improve further

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

- develop the support for staff to extend their teaching skills further, with particular regard to managing children's behaviour even more positively and using strategies to encourage children to think more for themselves
- strengthen partnerships with parents, to involve them in identifying what children can already do when they first start and help them gain a greater understanding of how to extend their child's learning at home.

### Inspection activities

- The inspector observed the activities and the quality of teaching and interactions.
- The inspector had discussions with the manager and staff at appropriate times during the inspection, including about their knowledge of individual children.
- The inspector took into account the views of children and parents.
- The inspector carried out a joint observation with the manager, to evaluate the effectiveness of teaching, learning and reflective practice.
- The inspector sampled a range of documentation, including staff's suitability checks and training records, risk assessments and children's learning records.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of safeguarding procedures, including what to do in the event of concerns about a child's welfare. The manager uses their self-evaluation procedures successfully to enable them to continually identify and target further areas for improvement. For example, she has a good knowledge of children's development and works well with staff to target and close gaps in learning. The manager is making changes to the monitoring system to enable her to identify any patterns in the progress of groups of children more easily. Overall, staff receive some effective support from the manager, such as encouragement to attend occasional training courses. For instance, following training, staff now use shorter sentences when speaking with younger children, to develop their understanding.

### Quality of teaching, learning and assessment is good

Staff know children well and plan appropriately challenging learning experiences that meet each child's individual needs. For instance, they recognise which children will benefit less from whole-group activities, including those who are not able to concentrate as long, and instead provide suitable alternative activities. In particular, staff support children's early reading and writing skills very well. For example, they routinely encourage children to copy their name and match sounds with written words. Many older children show good concentration and pencil control as they write their name with care. Staff teach children about the wider world and other cultures, such as planning activities linked to Chinese New Year. Children enthusiastically find out about Chinese foods, explore how to cook noodles and have a go at using chopsticks, which helps to consolidate their learning about people who are different from them.

### Personal development, behaviour and welfare are good

Staff help children learn to be kind and play well together. For example, they prompt children to think about how their actions will make their friends feel, and consistently remind them to put up their hands and wait for their turn to speak during group activities. Children understand and follow healthy and hygienic routines. For instance, when food is dropped on the floor, they know to put it in the bin. Children enjoy regular opportunities to be physically active outside.

### Outcomes for children are good

Children make good progress and acquire the skills they need to prepare them well for future learning, including school. They learn to manage their own personal-care needs, such as pouring drinks. They confidently count and recognise numerals. Children develop good coordination and strengthen smaller muscles ready for writing, for example, when using a mouse to select and play games on a computer.

## Setting details

<b>Unique reference number</b>	106379
<b>Local authority</b>	Devon
<b>Inspection number</b>	1058707
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Sharlene Adell Jones
<b>Registered person unique reference number</b>	RP511839
<b>Date of previous inspection</b>	23 October 2012
<b>Telephone number</b>	01271 343 967

Sticklebricks Pre-School registered in 2000. It operates from detached premises next to Sticklepath Primary School in Barnstaple, North Devon. The pre-school receives funding to provide free early education for children aged two, three and four years. Out-of-school care is available for children up to the age of 11 years. The pre-school is open from 7.30am to 6pm on Monday to Friday, all year round. There are five members of staff working with the children. Of these, three are qualified to level 3 and the manager has early years professional status.

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