

Sticky Fingers Pre-School & Playgroup

Bishop Allenby Hall, St Stephen's Street, Worcester, WR3 7HS



Inspection date

16 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leadership and management of the group are strong. The provider, who is also the manager, has high expectations of what all children can achieve. This ethos is central to the strong commitment to evaluate practice and secure continuous improvement.
- The quality of teaching is consistently strong. Practitioners have a secure knowledge and understanding of how to promote the learning and development of young children. They use their observations and assessments to carefully reflect, plan and monitor the progress children make.
- Children very clearly enjoy their time at this happy, positive and nurturing group where they develop warm and caring relationships with practitioners. They benefit from plenty of attention, praise and encouragement. This supports their emotional well-being very effectively.
- Partnerships with parents, local schools and other professionals work very effectively and make a strong contribution to meeting children's needs. Parents speak highly about the management and practitioner team, and how impressed they are with the, 'Amazing focus' on children's individual needs.

It is not yet outstanding because:

- Although the provider has begun to monitor the progress made by some groups of children, this has yet to be fully embedded to ensure every child is supported to reach the highest levels of attainment.
- The professional development of practitioners is not yet specifically focused on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- build on the already good monitoring of children's progress to further identify gaps in achievement between different groups of children
- extend the focus on practitioners' professional development in order to raise the good quality teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and deputy manager. She looked at a sample of policies and children's records. She discussed planning and assessment.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children.
- The inspector spoke to parents and carers during the inspection and also took account of their views recorded in references.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners demonstrate with confidence their knowledge of the procedures to follow in the event of a concern about a child. They understand their responsibility to keep children safe, and children are supervised well. Robust recruitment, vetting and induction procedures ensure practitioners are suitable for their role. Practitioners are enthusiastic and committed to their role and eager to develop new skills through training. Very close partnership working with parents and other agencies ensures that specific plans are in place and regularly reviewed to support children who have special educational needs and/or disabilities. This works very effectively to ensure planning and activities are tailored so that all children achieve well.

Quality of teaching, learning and assessment is good

Practitioners work very effectively as a team to provide children with a broad range of exciting and challenging activities tailored to their next steps in learning and interests. Practitioners facilitate child-initiated and spontaneous play well. This is because they use their good teaching skills to watch, listen and respond to children and build on their learning. Effective strategies, such as small-group time, help practitioners to focus on key skills, such as turn taking, speaking, listening and attention skills. Older children begin to identify letters and the sounds they make. They thoroughly enjoy listening to well-read stories and they join in with repeated refrains. Children learn about technology and have great fun recording their own voices. They use their imagination well in the role play area and love dressing up, building houses with blocks and playing with the train track.

Personal development, behaviour and welfare are good

Children's personal and emotional development are fostered very well and they show that they feel safe, happy and secure. Practitioners listen perceptively to children as they play, and children know their views and ideas are valued. Children confidently share what they enjoy, including playing outside, playing with their friends, being kind and good sharing. Children's behaviour is good. Practitioners are good role models and they help children to learn about the rules for sharing space and resources. Children are proud when they receive their 'happiness leaves', which celebrate their attributes and achievements. The environment is very welcoming, stimulating and inclusive. Children's good health is promoted and they enjoy a range of healthy snacks. Children benefit from good opportunities to play outside where they enjoy sensory play experiences in the mud kitchen and are involved in planting and growing.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points and individual needs. Children are keen learners who regularly display the characteristics of effective learning. Older children are confident communicators who are able to manage their own needs well. Children develop early mathematical and literacy skills and are adept at putting on their coats and boots for outdoor play. They develop good social skills and positive relationships with their peers.

Setting details

Unique reference number	EY492049
Local authority	Worcestershire
Inspection number	1024572
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	44
Number of children on roll	53
Name of registered person	Claire Louise Thomas
Registered person unique reference number	RP906755
Date of previous inspection	Not applicable
Telephone number	07963398605

Sticky Fingers Pre-School & Playgroup was registered in 2015. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to 5. The pre-school is open from Monday to Friday during term time only. Sessions are from 9.30am to 3pm Tuesday to Friday, and from 9.30am to 12.30pm on a Monday. Early sessions are also available from 8.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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