

Sticky Fingers and Oasties

Lower High Street, Wadhurst, East Sussex, TN5 6AX



Inspection date

20 July 2017

Previous inspection date

9 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager and staff effectively monitor children's progress and closely track their development. This helps them to highlight any gaps promptly and provide children with individual support to help them catch up and make good progress in their learning.
- Staff establish positive partnerships with other early years professionals. They help to provide children with a good, consistent approach to their shared care and learning, such as regularly sharing children's achievements.
- Staff build good relationships with children. This helps them to settle confidently and happily into play, and develop positive levels of well-being and self-esteem.
- Children have good opportunities to develop their early writing skills. For example, older children confidently write their names.
- There are good opportunities for children to explore and investigate the natural world. For example, they are keen to carry out daily nature and bug hunts.
- Staff effectively support children of all ages to develop their communication skills. For example, they ask challenging questions and use simple signing.

It is not yet outstanding because:

- Staff miss some opportunities to extend children's level of understanding and respect for other people's similarities and differences in the wider world.
- Staff do not make the most out of building on opportunities to develop children's physical skills in consistently challenging ways.

What the setting needs to do to improve further

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

- extend opportunities to develop children's understanding and respect for other people's similarities and differences in the world around them even further
- increase challenges for children's developing physical abilities.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency of the good quality of care and teaching. For example, she invites other settings in to observe her staff interact with children and observe their current practice. She uses the feedback to support the pre-school's action plans. This helps ensure that children remain engaged in their learning. The manager and staff effectively review their practice. For instance, they reflect on the day's events and implement new activity ideas each week, where they evaluate the impact they have on children's learning. The manager and staff are keen to keep up to date with new ideas and build on their skills and knowledge even further. Staff attend regular training, for example, they learned how to develop children's mathematical skills, such as introducing large weighing scales for the outdoor 'builders' role play. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures to follow and know who to contact to help keep children safe and protect their welfare, including carrying out thorough risk assessments.

Quality of teaching, learning and assessment is good

Staff help prepare children for the move to school and support them to understand what is expected of them, such as children independently learning how to dress themselves. Staff establish positive relationships with parents and share children's next steps in learning, such as sharing books that they are reading at the pre-school with home. This helps provide children with a positive level of consistency to their care and learning experiences. Staff skilfully build on children's interests. For example, when children excitedly enjoy a story about going to space, they go on to bring their story to life as they use colanders as space helmets and sit in cardboard-box rockets and blast off to visit the moon.

Personal development, behaviour and welfare are good

Staff are positive role models. Children learn to be polite and behave well, for example, they happily follow the rules and boundaries. Older children learn to compromise and take turns. For instance, they independently use timers to help them recognise when it is someone else's turn on a resource. Children develop a good understanding of the importance of healthy eating. For instance, they are keen to carry out regular activities, such as picking strawberries and making nutritious smoothies.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children gain good skills to support their future learning and help prepare them well for school. For example, they are keen to develop their early mathematical skills, such as when they confidently count during their play. Children participate in activities that require good levels of maturity. They learn to manage risks safely, for instance, as they carry out pond-dipping activities.

Setting details

Unique reference number	EY271308
Local authority	East Sussex
Inspection number	1068673
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	32
Number of children on roll	67
Name of registered person	Uplands Community Technology College
Registered person unique reference number	RP902890
Date of previous inspection	9 June 2014
Telephone number	01892 786 585

Sticky Fingers and Oasties registered in 2004. It is located in Uplands Community Technology College in Wadhurst, East Sussex. The pre-school is open Monday to Friday from 7.30am until 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 12 members of staff, five of whom hold a relevant early years qualification at level 3 and one member of staff has early years professional status.

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