

Sticky Fingers Tiny School

Holtby Village Hall, Main Street, Holtby, York, YO19 5UD



Inspection date

20 March 2018

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

- Staff work closely with parents to get to know children and understand their capabilities. Staff share information regularly and ensure parents are fully included in children's learning.
- All children make good progress from their starting points. Staff plan carefully for children's individual needs and next steps in learning. They challenge children effectively which motivates them to learn.
- Children are happy, relaxed and settled in the setting. They arrive enthusiastically and part from their parents ready to start the session. Staff welcome children warmly, supporting their emotional well-being effectively.
- Partnerships with other professionals are well established. The manager and staff work closely to monitor children's development. Any gaps in children's learning are swiftly addressed. Parents, staff and professionals work harmoniously in the best interest of each child.

It is not yet outstanding because:

- On occasion, the coaching and mentoring of staff is not precisely focused to ensure they continue to build on the skills and knowledge they already have.

What the setting needs to do to improve further

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

- build on existing systems for coaching and mentoring staff and continue to support their professional development that helps them improve their knowledge and practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector has a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held several short meetings with the manager and provider. She looked at relevant documentation, such as children's development records, self-evaluation documents and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises are safe and secure and staff ensure all visitors to the setting are checked and their identity verified. Staff understand the procedures for keeping children safe from harm and have attended safeguarding training. They are knowledgeable about the setting's policies and procedures and where to refer any concerns about children's well-being should they arise. The manager follows a robust recruitment procedure to ensure staff are capable of fulfilling their role. The manager also supports staff to develop their practice through regular supervision meetings. Staff are fully involved in evaluating the service offered to children and parents. Clear development plans are in place and the manager sets challenging and realistic targets to continually improve the setting and outcomes for children.

Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of teaching they deliver is good. Staff know children very well. They observe them regularly as they play and continually assess their progress. Information is shared effectively with parents and other settings children also attend to complement their learning further. Staff ensure children have a wide range of experiences and learning opportunities. Regular Spanish lessons support children's understanding of languages and different cultures. Staff take children to local parks, woods and museums to help develop their knowledge and understanding of where they live. Staff teach children about festivals that are important to them, such as Easter. Children explore eggs and experiment by rolling them. Staff extend this by using nursery rhymes to see what happens when eggs fall from walls. This promotes children's curiosity and thinking skills well.

Personal development, behaviour and welfare are good

Children behave well. Staff ensure all children know the rules and boundaries of the setting. They regularly praise children and build their self-esteem. Staff develop secure relationships with children. They know their routines, preferences and communicate children's well-being to parents daily. Children enthusiastically welcome the cook from the local school as she delivers the lunch daily. They enjoy nutritious and balanced meals and snacks. Children also thoroughly enjoy exercising. They practise balancing on small beams outside while closely supervised by staff. Children develop a good attitude to following healthy lifestyles.

Outcomes for children are good

Children are prepared well for school. They are confident, active learners who are curious and concentrate well. Children delight in learning new skills, they listen well to their peers and adults and follow instructions. Children explore toys, they learn cause and effect, such as when they explore technological resources. They persist at tasks until they complete them and show good determination. Children have good imaginations, they are creative and they have their own ideas which they are confident to express.

Setting details

Unique reference number	EY536360
Local authority	York
Inspection number	1067736
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	2 - 4
Total number of places	24
Number of children on roll	22
Name of registered person	Sticky Fingers Childminding Ltd
Registered person unique reference number	RP536359
Date of previous inspection	Not applicable
Telephone number	01759 377399

Sticky Fingers Tiny School registered in 2016 and is situated in Holtby, near York. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The setting opens from Tuesday to Friday all year round. Sessions are from 8am to 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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