

# Sticky Fingers Pre-School

Wakefield Road, Copley, Halifax, West Yorkshire, HX3 0TP



## Inspection date

3 May 2018

Previous inspection date

3 December 2013

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

## Summary of key findings for parents

### This provision is outstanding

- Leaders are consistently ambitious and have a positive drive for improvement. They role model expectations very well and staff are motivated to achieve an extremely high level of commitment. Leaders support staff extremely well to extend their knowledge through embedded professional development and self-evaluation systems.
- Children are confident to take the lead in their play and use exceptional imaginative skills to develop their own learning. Staff support children extremely well during activities through highly effective teaching skills.
- Partnerships with parents are first class and they contribute to children's assessment and learning from the start. They receive useful information from the setting to support learning at home and ensure care and development are consistent. Parents speak very highly about staff and the rapid progress children make in their care.
- The key-person system is highly effective. Children settle quickly from the start. Staff visit families at home to support the transition into pre-school. Children feel emotionally safe and extremely secure.
- Children are working quickly towards their targets and staff support them exceptionally well in reaching their next stages in learning.
- The already highly qualified team of staff makes excellent use of further training opportunities to enhance the learning experiences they provide for children.

## What the setting needs to do to improve further

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

- continue to enhance the superb tracking systems to monitor different groups of children and successfully broaden awareness of their progress even further.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as evidence of the suitability of all staff working on the premises and of the committee.
- The inspector spoke to a selection of parents during the inspection and took account of their written views and opinions.
- The inspector interacted with children at appropriate times during the inspection.

### Inspector

Rachel Waterhouse

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leaders rigorously monitor the quality of provision and track the changing needs of children in their care. As a result, children are consistently engaged in extremely challenging activities and access resources suitable for their age or stage in development. Staff have an extremely secure understanding of safeguarding policies and procedures, promoting children's safety very well. They know how to make a referral if they have concerns relating to a child's welfare. Safeguarding is effective. Staff monitor children's progress meticulously and the manager is exploring further ways to develop the tracking systems to show the progress of different groups of children. Leaders use funding extremely well to support the individual needs of all children. For example, children enjoy regular educational outings and visitors to the setting, such as dance and drama groups.

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

Staff work exceptionally well with other professionals to ensure they provide consistent development and care for children. They create a very detailed written learning picture for children through a collection of accurate assessments and focused observations showing their progress. They share these very well with parents and other professionals. Staff identify gaps in learning quickly and create clear targets for all children. Staff use these, and children's next steps in learning, to plan activities and opportunities meticulously for children indoors and outdoors. Staff skilfully ask children questions, allow them time to think, and challenge all areas of learning. For example, when children learn about the life cycle of a butterfly, they develop excellent mathematical language as they discuss size and shape and make predictions. Staff encourage children to describe the features of real-life caterpillars in cocoons to develop their language skills effectively.

### Personal development, behaviour and welfare are outstanding

Leaders and staff are excellent role models and promote an ethos of respect throughout the setting. Staff are calm, praise children and support them extremely well to understand expectations of acceptable behaviour. As a result, children are kind and show empathy for and understand other people. They develop excellent independence as they wash their hands, self-register for snack and dress themselves. Children read stories and discuss different people in the wider world. They understand how to acknowledge and celebrate the diverse communities they live in.

### Outcomes for children are outstanding

Children explore the highly exciting environment with a high level of confidence and are exceptionally motivated in their learning. They learn an extensive range of skills in preparation for school. Children use imagination skills to create their own activities and play ideas. For example, they turn cars upside down in the outdoor area and pretend to be mechanics. They use tubes to role play filling their cars up with fuel and use the water to wash them. Children are all making rapid progress from their individual starting points. They know how to keep healthy by enjoying fresh air daily and eating nutritious food.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 303832  |
| <b>Local authority</b>                           | Calderdale  |
| <b>Inspection number</b>                         | 1063927   |
| <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 - 11  |
| <b>Total number of places</b>                    | 25  |
| <b>Number of children on roll</b>                | 37  |
| <b>Name of registered person</b>                 | Sticky Fingers Pre School   |
| <b>Registered person unique reference number</b> | RP521944  |
| <b>Date of previous inspection</b>               | 3 December 2013   |
| <b>Telephone number</b>                          | 01422 329494  |

Sticky Fingers Pre-School registered in 1999. It is in the grounds of Copley Primary School near Halifax. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. One member of staff holds early years professional status and two hold childcare qualifications at level 6. The pre-school opens from Monday to Friday all year round. The setting provides a before- and after-school service for children attending Copley Primary School. Sessions for pre-school are from 9.05am until 3.05pm. The setting receives funding to provide free education for three- and four-year-old children.

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