

Sticky Fingers Pre-School

Houchin Memorial Hall, St John Church, Church Lane, LOUGHTON, Essex
IG10 1PD



Inspection date	30 November 2018
Previous inspection date	24 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Managers and staff have worked hard to make the improvements required at their last inspection. They have sought the support of their local authority and have addressed areas of development suggested. Managers have increased the level of supervision given to staff and improved the monitoring of staff practice.
- Children make good progress in their learning. Staff place a strong focus on identified gaps in teaching and learning. For example, some children showed a delay in communication and language development and they are now making significant improvements in this area. Children who speak English as an additional language make particularly good progress.
- Partnerships with parents are strong. Parents express their satisfaction with the pre-school and hold the staff in high regard. They are fully involved in their children's learning and staff support parents to continue their learning at home.
- Children form close attachments to staff and this helps them to feel safe and secure. Staff help children to settle and they grow in confidence and enjoy their activities.
- Managers and staff evaluate their practice and the service they provide. Staff observe each other and give constructive feedback. This helps to ensure that teaching practice continues to improve and staff gain confidence in their skills.
- Staff do not always help all children to understand what is expected of them during some group activities.
- Children do not have extensive opportunities to develop their self-help skills or take responsibility during routine tasks.

What the setting needs to do to improve further

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

- plan group activities more effectively so that all children understand what is expected of them and can engage fully
- help children to develop their self-help skills further and learn to take more responsibility during routine tasks.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records and policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Managers and staff work well together as a team and are confident in their individual roles. Staff receive opportunities to develop their knowledge and skills through training and coaching. Recruitment of new staff is effective and their suitability is thoroughly checked. New staff receive mentoring and support and a full induction into the policies and procedures of the pre-school. Enhanced monitoring systems are successfully helping staff to identify any weaknesses in teaching practice and outcomes for children. Safeguarding is effective. Staff's understanding of safeguarding matters is secure. All staff have received training in child protection and they are familiar with local safeguarding procedures.

Quality of teaching, learning and assessment is good

Staff carefully observe and assess individual children's development and provide regular reports for parents, including the progress check for two-year-old children. Managers track the progress of groups of children to find out particular areas for development across the pre-school. Staff plan challenging activities that help children to make good progress. For example, some children particularly enjoy making marks on paper with pens taped to toy trucks and cars. This has improved their interest in drawing and using tools to make marks. Children are developing their knowledge of shapes and colours. Staff provide a good range of activities to help children to recognise these, such as in artwork, physical games and in the environment around them. This gives children a broad understanding and they are fascinated to learn and are proud of their achievements.

Personal development, behaviour and welfare are good

Children have fun in the pre-school and they behave very well. Children make friends and they learn to take turns and share. Staff teach children how to maintain their good health and hygiene. They learn about eating healthy food and they enjoy feeding cucumber to their pet giant snail. Children have regular opportunities for physical activities, such as yoga and football. Staff take them out for walks in the local area and they explore the natural environment outdoors. Children enjoy learning songs together for different festivals and they practise their performance. They learn about different cultures, customs and traditions. Staff ensure that the pre-school is very inclusive and children learn to understand, respect and help each other.

Outcomes for children are good

Children are imaginative. They enjoy pretending to be shopkeepers. They try to write shopping lists and learn how to use a calculator and cash register. They learn how to use a bank card and money to pay for their goods. Children learn to write the letters in their name. They pretend to take the class register and write down the number of children they have counted. They enjoy sharing books with their friends and with staff and learn skills to prepare them for future learning and school.

Setting details

Unique reference number	EY415476
Local authority	Essex
Inspection number	10080317
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	Manning, Pauline Elizabeth
Registered person unique reference number	RP511759
Date of previous inspection	24 January 2018
Telephone number	07580207822

Sticky Fingers Pre-School registered in 2010. There are five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The pre-school opens on Monday, Wednesday and Friday, from 9.20am until 12.20pm, and from 9.20am until 2.20pm on Tuesday and Thursday, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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