

Sticky Fingers Pre-School



c/o Redbridge Primary School, Studland Road, Millbrook, Southampton
SO16 9BB

Inspection date	7 June 2019
Previous inspection date	18 November 2015

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

- The manager is ambitious and has high expectations for her staff and the children in their care. Staff actively engage with a range of continuous improvement activity, which helps to contribute to the progress children make.
- Children across the setting make good progress in both their learning and development. Staff support children's progress through a strong emphasis on care and support. Teaching is rooted in staff's secure knowledge which allows them to apply techniques and resources that meet children's specific needs.
- Staff understand the importance of supporting children's emotional well-being and work hard to help children understand how they are feeling.
- Staff are positive role models for children. They provide a consistent approach to giving instructions that help children understand expectations. Staff gently remind children about these when necessary. Staff provide praise to children throughout the day, which helps children to have high levels of self-esteem.
- Children demonstrate that they feel secure and safe in the setting. This is shown through their good behaviour and the respect they show each other and the staff.
- Staff build good links with other professionals to fully support children's care and all-round development. For example, they have developed resources to target children's emerging communication skills with speech and language therapy colleagues.
- Staff do not always extend on opportunities for children to see and explore written words, to further develop their interest in literacy.

What the setting needs to do to improve further

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

- increase opportunities for children to see and use a variety of languages, to help support their awareness of the wider world.

Inspection activities

- The inspector observed a range of activities across the setting, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and discussed the impact of teaching on children's learning.
- The inspector spoke with parents and reviewed children's development records.
- The inspector reviewed a range of children's records and planning documents, policies and procedures, evidence of staff suitability and other relevant documentation.

Inspector

Anthony Harper

Inspection findings

Effectiveness of leadership and management is good

The manager reviews the quality of her practice. She has successfully engaged with a number of activities to improve children's learning. For example, the outside area has been reorganised to increase opportunities for physical play. Staff speak highly of the managers and the commitment they have to training and development. An example of this is the positive impact of recent training on supporting children's writing skills. Staff have access to robust supervision that supports their development as practitioners. For instance, next steps for staff are closely linked with the setting's continuous improvement activities. Safeguarding is effective. Staff have a good understanding of their role in protecting children's welfare. The management team promotes a culture of openness that helps to ensure staff are confident in raising any concerns they may have.

Quality of teaching, learning and assessment is good

Staff know how children learn and use this knowledge effectively. Staff accurately assess and plan for children's needs. This leads to next steps for children that are specific, measurable and achievable. Teaching is good across the setting. For example, children have been growing fruit and vegetables in the garden. They show excitement in their achievements and are able to discuss the process of planting, growing and picking ripe fruit with each other. The manager has a sharp focus on the acquisition of language and communication skills. For example, the 'Blast' activity is delivered effectively to a small, targeted group of children. This helps children to develop their understanding of taking turns and to improve their listening and attention skills. Staff use play plans effectively to help children with special educational needs and/or disabilities make progress appropriate to their abilities.

Personal development, behaviour and welfare are good

Children are at the centre of the setting's plans for continuous improvement. Staff work very well with parents to help them tailor support and ensure that children gain the most out of their time at the setting. Staff collect information from parents when a child starts and work hard to continue this engagement. The sharing of home learning activities helps the setting to extend children's progress. Staff help children to form strong emotional attachments with them. This allows children to confidently engage in activities and take risks to learn new things. Children demonstrate curiosity and a keenness to learn. For example, children are curious about the texture of play dough and the way in which objects such as shells and rosemary make imprints and patterns. Care practices are successful in helping to promote children's good health and well-being. Children are emotionally prepared for their next steps in learning and development.

Outcomes for children are good

All children make good progress across the setting. They have high levels of confidence and are well prepared for the next stage of their learning and for school. For example, children develop good conversation skills as they talk to each other and visitors about what they have done in previous sessions. Older children concentrate on the activities that interest them and demonstrate attentive listening. For example, they are skilled at planning how to approach an activity and celebrate when they reach their goal.

Setting details

Unique reference number	EY427440
Local authority	Southampton
Inspection number	10065878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	40
Name of registered person	Green Lane Playgroup (Southampton) Committee
Registered person unique reference number	RP906823
Date of previous inspection	18 November 2015
Telephone number	02380 764717

Sticky Fingers Pre-School registered in 2011. It is a registered charity and operates from a purpose-built building within Redbridge Primary School in Southampton, Hampshire. The pre-school employs 13 members of staff. Of these, one holds an early years teacher qualification and 11 staff have qualifications at level 2 or above. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. It opens five days a week during school term times. Sessions are from 8.55am to 11.55am and from 12.10pm to 3.10pm.

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