

# Inspection of Sticky Fingers Pre-School

Templecombe Primary School, School Lane, TEMPLECOMBE, Somerset BA8 0HP

---

Inspection date: 24 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at the pre-school and are excited for the day to begin. They form very secure emotional attachments with their key person and staff. Children benefit from a wide and varied curriculum. Activities ignite their interests, and staff support children well to make good progress in their learning. Children behave well and staff are consistent in their approach to managing any small disagreements when necessary. Children have a positive attitude to learning.

Staff have high expectations of the children and are committed to helping them develop new skills which they need for future learning. Children are curious and enthusiastic. Whether using their senses to explore activities in the 'dark den' or pretending to serve ice cream from the playhouse outside, children focus well and engage in conversation with their peers, developing a wide vocabulary.

During the COVID-19 pandemic, the setting only closed for a short while and then reopened for some children. For children who did not attend, staff remained in contact and provided a range of activity ideas that they could complete with their families at home. This helped all children to feel included. Staff remain focused on supporting all children to develop their social skills and help to ensure their emotional well-being. This has been particularly important for children who have had limited social experiences due to the pandemic.

## **What does the early years setting do well and what does it need to do better?**

- Staff skilfully support children's learning in mathematics. Children can recognise and name shapes as they explore different textures. They recognise more complex shapes such as a semi-circle and are beginning to learn about fractions as staff introduce words such as 'half' during discussions. Staff use lots of mathematical language, and children copy this in their own play. For example, they recognise that they need one more to make four and that two is less than 12.
- Children have a wide range of opportunities to try out their ideas and develop their imagination well. They thoroughly enjoy exploring the forest school area, where they hunt for bugs. They learn how woodlice like to live in damp, dark places and can be found hiding under stones and logs. They use their imagination as they pretend to be pirates, using spades as oars as they sail in their boat in search of treasure.
- Children benefit from plenty of fresh air and exercise. They enjoy riding wheeled toys and negotiating pathways successfully in the garden. Children visit the local apple-pressing farm where they observe the process to make apple juice. They visit a farm where they learn about the animals and have a strong sense of community as they enjoy walks around the village.

- Staff know the children extremely well and provide a caring and nurturing environment. Overall, staff observe and assess children's development accurately and plan well for intended learning. However, at times, staff do not consider the best way to ensure children of different ages benefit fully from activities.
- Children learn about the importance of living a healthy lifestyle. They know to wash their hands after playing outside and before eating their snack or lunch. Staff engage them well in conversation about healthy eating.
- Staff talk together every day and review their practice and the provision. They frequently assess areas of the pre-school to ensure that the children use it well to support their learning. For example, staff have developed the outside area to include a climbing wall which was made from the top of a bandstand. As children climb, they begin to develop their small-muscle skills, including their grip and grasp. This helps them to develop strength in their hands for holding a pen or pencil to practise their early writing. Staff label children's pictures for them, but they do not consistently encourage children to link sounds to letters.
- Staff are good role models and interact kindly and sensitively with the children. From a young age, children learn to share, take turns and respect each other's feelings.
- Partnerships with parents are good. Parents are very happy with the progress that their children make. They compliment staff on how they have helped children to develop their confidence.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures. They keep their safeguarding knowledge up to date and are aware of their role and responsibilities to keep children safe from harm. Staff are aware of the whistle-blowing procedures should they be concerned about a colleague. They know the reporting procedure to follow. Staff complete thorough risk assessments and minimise any hazards to ensure that the children have a safe place to play. Staff's ongoing suitability is monitored effectively through providing regular opportunities for discussion and coaching.

## What does the setting need to do to improve?

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

- develop the way staff implement the curriculum, to ensure they support and maximise children's learning consistently
- provide more opportunities for children to link sounds to letters.

## Setting details

<b>Unique reference number</b>	EY369814
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10125959
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Templecombe Sticky Fingers Playgroup Committee
<b>Registered person unique reference number</b>	RP910405
<b>Telephone number</b>	07742 895 967
<b>Date of previous inspection</b>	13 February 2014

## Information about this early years setting

Sticky Fingers Pre-School registered in 2008. It operates from a purpose-built temporary classroom situated in the grounds of Abbas and Templecombe Church of England Primary School, Somerset. There are five members of staff, who are all qualified to level 3. The pre-school is open daily from 8.45am to 3.30pm, during school term times only.

## Information about this inspection

### Inspector

Michelle Heimsoth

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children and staff talked to the inspector at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views on the setting with the inspector.
- The inspector sampled a range of documents.
- The inspector spoke with the manager about the leadership and management of the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022