

Inspection of Sticky Fingers Pre-School & Playgroup

Bishop Allenby Hall, St Stephen's Street, Worcester WR3 7HS

Inspection date:

4 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy, content and settled at this nurturing setting. Those who are new to the setting are keen and excited to come in at the start of the session. They quickly become involved in favourite play activities, sensitively supported by thoughtful and caring staff. Children flourish in the exceptionally well-thought-out environment. They are highly active learners who are keen to explore and investigate the extensive range of fascinating activities available. They have plenty of time to become consistently engrossed in their play. This supports high levels of concentration. Children make excellent progress across the areas of learning. For example, they develop their physical skills as they squeeze, manipulate, cut and snip at play dough that they have made themselves. They explore in a sensory way as they sink their fingers and hands into the 'moon' sand.

The well-organised, spacious outside area supports children's physical and emotional well-being. For example, younger children mix water with dirt to make a muddy puddle. They show delight as they jump into it with both feet and notice how the mud squelches and splashes. Older children are intrigued at the potions activity as they blend different coloured water together in large bottles, adding more water with pipettes and mixing in petals, small leaves and flowers to make potions.

Children enjoy a rich environment that helps to prioritise their communication and language development. Leaders and staff seamlessly introduce new words and include wide-ranging opportunities for speaking and listening. For example, as children mix potions, they hear staff use new words, such as 'scientist'. They enthusiastically sing along at circle time to familiar songs and rhymes and frequently access favourite, familiar and new stories.

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

- Skilled staff have a deep knowledge of child development and know how children learn. This helps them to respond quickly and adapt their teaching to help children make excellent progress. They use techniques that fully engage the children so that they become completely immersed in what they are doing. Staff are expert at adapting activities and interactions so that each child is supported very well.
- Highly skilled leaders and staff implement a clear vision and ambitious curriculum. As a result, the provision offers children challenge and a wealth of stimulating learning opportunities across the areas of learning.
- Leaders and staff work expertly with parents and other professionals to ensure prompt, nurturing and consistent support. For example, staff work closely alongside other professionals to fully support children and families. Staff devise,

implement and monitor plans that are carefully thought through. They prioritise one-to-one support to help children achieve. This helps children with special educational needs and/or disabilities make excellent progress.

- Parents speak very highly of the setting. They fully appreciate the support and advice staff offer. Parents of children new to the setting comment that the nurturing, sensitive and thoughtful approach of all staff help their children to settle well and enjoy their learning. Staff use a wide range of methods to communicate very effectively with parents. For example, weekly newsletters, information boards, daily discussions, open days and parent meetings all help parents feel included and involved in their child's development.
- The importance of community is integral to the provision. Children learn about their community and the wider world around them as they walk to the local shops, enjoy visits from emergency services and take part in community days to celebrate national events, such as the recent Jubilee.
- Children make excellent progress in their communication and language development. Staff use a range of techniques to support children's early communication. For example, they use simple signing and comment on their play using rich language. Staff regularly introduce new words to extend children's vocabulary. Older children recall what they know and think of new ideas, as staff use open-ended questions.
- Staff skilfully support children to develop independence and social skills. They have an excellent knowledge of the importance of secure relationships and realistic expectations for these young children. This helps children to become confident learners and behave well. Staff are positive role models for children, as they calmly explain what is expected of them and join in with their play.
- Opportunities for children to develop physically are wide ranging and threaded through the provision. For example, when using the wheeled toys outside, children develop their physical and problem-solving skills as they scoot, peddle and work together to decide how to best move a three-seated tricycle. They use the small muscles in their hands as they squeeze water into a pipette and transfer it to a large bottle.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are fully committed to safeguarding the children in their care. They get to know all children and their families very well. This helps to ensure that children and their families get the support they need. Staff frequently access an extensive range of training to ensure that their safeguarding knowledge is up to date. This includes protecting children and their families from extremist views and ideas. This means that all staff have an in-depth knowledge of the actions they will take if they have concerns about a child or colleague. The manager regularly questions staff about different child protection scenarios to check understanding of what to do if there is a concern about a child. Staff are deployed effectively and supervise children closely. This helps keep children safe. They reinforce simple boundaries, which help children understand how to keep themselves safe. For

example, children know that the sensory garden is a space for walking.

Setting details

Unique reference number	EY492049
Local authority	Worcestershire
Inspection number	10236708
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	37
Name of registered person	Thomas, Claire Louise
Registered person unique reference number	RP906755
Telephone number	07963398605
Date of previous inspection	16 March 2017

Information about this early years setting

Sticky Fingers Pre-School and Playgroup registered in 2015 and is situated in Barbourne, Worcestershire. The pre-school opens Monday to Friday, from 8am to 5pm, during term time only. There are 7 members of childcare staff. Of these, 5 hold relevant qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school leaders.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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.

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