

Inspection of Sticklebricks Pre-School

1 & 2 Woodville, Crosslands, Barnstaple, Devon EX31 2HJ

Inspection date: 11 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy at the pre-school and enjoy playing with their friends and the staff. The staff work hard to build relationships with children and parents. They welcome children as they arrive and smile and laugh with them as they play. This helps children feel safe and confident in the pre-school.

Children are independent. For example, at snack time, they take it in turns to prepare snacks for their friends. They wipe down tables, collect crockery and carry plates of food to the table. During snack, they serve themselves, and both older and younger children pour their own drinks. Children are independent in their play and move around the setting confidently selecting activities. However, staff do not consistently use information on what children can do to ensure they plan appropriate and challenging activities. This means that the curriculum is not ambitious for all children, and they do not make as much progress from their starting points as they should.

Children learn about the world around them. They enjoy monthly outings in the local area that builds on their understanding of the world they live in. For example, children travel on the local bus and explore the woods nearby.

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

- The manager and staff do not consistently set challenging targets for children, and do not make enough use of additional funding for children to close gaps in their learning and development. Children are not always challenged sufficiently and, at times, they become bored and display unwanted behaviour. Children with special educational needs and/or disabilities and funded children, are not always ready for the next stages in their development, including starting school.
- The provider does not support the manager well enough. She does not effectively monitor the quality of education and care in the setting and provide sufficient supervision for the manager. As a result, improvements in the quality of teaching are not as effective as they could be.
- Staff support children to make healthy choices and lead healthy lifestyles. They sit alongside children at mealtimes and encourage talk about healthy foods. This supports children's healthy eating habits.
- Parents comment positively about the nursery. The manager and staff ask for information about children before they start at the setting. They plan activities that the children enjoy and meet their care needs as soon as they start. Staff continue to share regular information with parents about their child's care and development. The manager actively supports parents. For example, she helps parents access funding and apply for school places when they do not have a computer.

- Children celebrate the cultures of the children who attend the setting. For example, parents share their experience of Diwali and children try foods that are significant during this festival. This develops their understanding of equality, diversity and respect for others.
- Staff manage transitions in the day well. They give two-minute warnings to prepare the children. This lets them know that it will be time to stop and move on to the next activity. Therefore, children know what is expected of them and transition times are positive and calm.
- Staff support the children's mathematical development well. They take opportunities to encourage children to count, compare sizes and look at shapes. For example, they use play dough cutters to demonstrate 'big' and 'small'. Children enjoy these interactions and secure their knowledge by copying what they have seen. They show excitement at this new knowledge and ask staff to look at what they have achieved.
- Staff support children's communication and social skills. This has been a focus due to an increased number of children with gaps in this area after COVID-19. For example, staff get down to the child's level, make eye contact and encourage children to look at people when they are speaking, or being spoken to. As a result, children are confident to tell adults what they want and interact with others while they play.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The manager ensures that new recruits are suitable to work with children and carries out appropriate checks on the ongoing suitability of existing staff. She conducts regular meetings to ensure staff's knowledge and understanding of safeguarding are relevant and up to date. The manager and staff have a good knowledge of safeguarding and child protection issues. They know who to approach in the event of a concern. They closely supervise children and provide a secure environment to ensure children remain safe. Staff's well-being is important to the manager. They feel well supported by her and enjoy their time in the pre-school.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an ambitious curriculum to provide challenge and better progress for all children.	23/12/2022

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

- ensure that interventions are put in place more promptly and adapted if needed for children with additional needs, to close gaps in their learning and development
- improve the monitoring and support for the manager to ensure that she is able to continually develop the quality of teaching and learning.

Setting details

Unique reference number	106379
Local authority	Devon
Inspection number	10234050
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 at time of inspection	2 to 8
Total number of places	26
Number of children on roll	60
Name of registered person	Jones, Sharlene Adell
Registered person unique reference number	RP511839
Telephone number	01271 343 967
Date of previous inspection	1 February 2017

Information about this early years setting

Sticklebricks Pre-school registered in 2000. It is located in Barnstaple, Devon. The pre-school is open each weekday from 7am to 6pm. There are four members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Out-of-school care is available for children up to the age of 11 years.

Information about this inspection

Inspector

Rebecca Martin

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 observed the staff's interactions with the children, indoors and outdoors, and the impact of these on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Discussions were held with the manager, staff and nominated person during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the staff.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. She held a short meeting with the manager to discuss aspects of leadership and management.

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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