

Inspection of Sticky Fish Pre-School

Fishponds Baptist Church, Downend Road, Fishponds, BRISTOL BS16 5AS

Inspection date:

23 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Staff are caring and provide a nurturing and welcoming environment at the pre-school. Children receive lots of sensitive and thoughtful support to help them settle. They form strong and beneficial relationships with their key persons, and this helps to foster their confidence and well-being effectively. Staff are kind and patient. They provide consistent explanations when children struggle to understand expectations. Children learn to take turns, play cooperatively, and begin to manage their emotions.

The thoughtfully set up environment motivates children to explore and develop their skills. Children are busy and active in their exploration. They develop their physical skills well. Their confidence grows with reassurance from staff as they test out their skills. They traverse obstacle courses outside and learn to use equipment such as wheelbarrows, navigating the spaces well. They relish the many sensory opportunities available, painting, exploring sand and creating mixes in the outdoor play kitchen. Children learn about nature during sessions in the pre-school's wild garden. They develop positive attitudes to learning and make good progress, including children in receipt of additional funding.

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

- The manager works with staff and trustees to identify ways to develop the provision. She follows safe recruitment practices and undertakes regular supervision meetings with staff. Morale is high within the long-standing team. They are dedicated to the children and families that they support.
- Staff get down to the children's level, using clear speech and modelling words to ensure that children understand and develop their skills. They listen to children and value what they have to say, and ask questions to encourage thinking and conversation. They give children time to respond. Children's understanding and speech progress well, including children who speak English as an additional language.
- Partnerships with parents are strong. Staff support an ongoing two-way flow of information. Their daily chats and regular newsletters, as well as entries in their online application, keep parents well informed. Parents appreciate the regular sharing of photos and information about their child's development. This helps them continue to support their child's learning at home.
- Staff observe children's play. Each child's key person tracks their achievements and focuses carefully on any gaps in their development. They follow children's interests and outline suitable next steps in their learning. However, occasionally, staff do not flexibly adapt planned activities and children's involvement and learning at such times does not advance as much as possible.
- Staff provide lots of opportunities for children to explore books and mark-

making. Older children form the initial letters of their names. Younger children use larger movements and develop their coordination well. Children enjoy stories. Staff recently introduced new storytelling sessions. Children's confidence and imagination flourish as they tell a story and later act it out with their friends.

- Children develop their independence skills and sense of responsibility very well. They help tidy away toys. They change out of their boots and work hard to get their shoes on, listening carefully to the staff's well-placed tips. They take an active part in mealtimes, conscientiously washing their snack bowl and cup and putting their lunch bags back on the trolley. They are keen to do things for themselves and are proud of their achievements.
- Each child's key person has discussions with parents when children start, to gain knowledge of the children's needs and interests. However, they do not obtain information from the other settings children move from, to gain a full picture of children's needs across all aspects of their lives. Additionally, they do not share information with other providers when children move on to other settings, to help provide a consistent approach and seamless transition for children.
- The manager and special educational needs co-ordinator work closely with staff to outline and implement targeted programmes of support. They ensure that all children can reach their potential, including children with special educational needs and/or disabilities. Group times inspire children's engagement with music and songs. Staff enhance this with signing to extend children's concentration.

Safeguarding

The arrangements for safeguarding are effective.

The members of staff who are designated safeguarding leads understand their responsibilities. They monitor and support staff's knowledge and effective implementation of procedures. Staff know how to identify and report any concerns should they feel a child is at risk. In their key-person roles they work closely with outside professionals to ensure children's welfare. Staff are confident in the processes to follow if they have concerns about another member of staff. They are vigilant as children explore, offering reminders on safe practices and helping children to appreciate and learn to manage the risks they encounter.

What does the setting need to do to improve?

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

- flexibly adapt planned activities to support children's involvement and learning as much as possible
- strengthen the sharing of information with other settings that children attend to support a consistent approach across all aspects of children's lives.

Setting details

Unique reference number	EY388839
Local authority	Bristol City of
Inspection number	10235280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	39
Name of registered person	Sticky Fish Pre-School
Registered person unique reference number	RP909614
Telephone number	01179584075
Date of previous inspection	15 December 2016

Information about this early years setting

Sticky Fish Pre-School registered in 2009 and is located in Fishponds, Bristol. It operates from 9am to 2.30pm, Monday to Friday. There are eight members of staff, of whom one is an early years teacher, six hold appropriate qualifications at level 3 and one is unqualified. The pre-school provides funded places for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the setting 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 provision.
- The inspector viewed all areas and discussed with the provider, who is also the manager, how these areas are used.
- The early years teacher and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- The inspector reviewed relevant documentation, including suitability checks and paediatric first-aid qualifications.
- The manager and deputy safeguarding leader discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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