

Sticky Fingers Pre-School

Vigo Village Hall, The Bay, Vigo, Gravesend, Kent, DA13 0TD



Inspection date	22 June 2018
Previous inspection date	25 November 2015

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

- Staff maintain a safe and secure environment. They carry out thorough daily safety checks to help promote children's safety. Children are well supervised by staff in the pre-school and on outings.
- Staff develop strong relationships with the children from the start. They support children's well-being effectively. Children are happy and settled and they benefit from the consistent encouragement staff give. Parents comment that their children love to come to the pre-school.
- Staff make regular accurate assessments of children's abilities. They recognise children's achievements well and identify any gaps in their development. Staff use this information to provide meaningful learning experiences. Children make good progress and develop the skills they need for their future learning.
- The manager is passionate about and committed to her role. She seeks the views of parents and children to help evaluate the setting, to continuously improve practice.

It is not yet outstanding because:

- On occasions, staff do not give children sufficient time to respond to questions being asked, to enable them to share their developing knowledge.
- Staff do not make the best use of their initial partnerships with parents to gather a wider range of information before children start, to help inform their initial planning for what children need to learn next.

What the setting needs to do to improve further

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

- enhance staff's interactions with children to ensure they consistently give children time to think about and share their developing knowledge of the world around them
- build further on partnerships with parents to gain a wider range of information about what children already know and can do when they first start at the pre-school.

Inspection activities

- The inspector viewed the interactions between the staff and children in the inside space and outdoor environment.
- The inspector viewed a range of developmental records and spoke to key staff about children's progress.
- The inspector looked at a range of documentation, including the setting's policies and staff records.
- The inspector took account of the views of parents and children.
- The inspector carried out a joint observation with the manager.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has a clear focus on ensuring children are safe and protected. She follows strong procedures to ensure the suitability of all staff. The manager ensures staff have an understanding of their roles and the processes and procedures to follow with regard to safeguarding. The manager monitors staff practice well. She supports staff to reflect on their skills and consider how these can be further developed. Regular training opportunities help staff to enhance their knowledge and implement positive changes into practice. For example, staff use information gained from training to develop a deeper understanding of children's needs. They use this knowledge, alongside guidance from other professionals, to provide tailored support which helps children to make progress and reach their full potential.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how children learn. They provide a welcoming environment that enables children to have easy access to a good range of resources indoors and outside. Children initiate their own play and show a strong sense of pride in their achievements. They enjoy being able to share their knowledge with others and use their emerging skills to enhance their play. For example, children use their physical skills to make shapes with play dough. They demonstrate their developing mathematical understanding as they count their creations and tell others they have made, 'Three stars and three cars'. Older children show a good understanding as they listen to their friends talk about making play dough gnomes. They tell their friends that they will need a, 'Triangle piece for the hat and a round, circle piece for the face'.

Personal development, behaviour and welfare are good

Staff are good role models, they are consistently polite and respectful, and they encourage children to use simple manners. Staff work effectively to help children learn to think about their own personal care and safety, while enabling them to take well-managed risks. For example, children independently wait for staff when moving from the garden back to the hall. They also talk to staff about why they need to wear hats outside, because of the sun. Children behave well and show self-control and respect. They are well supported to develop a good understanding of how to play, share and work cooperatively with others. For example, children independently set a timer when the sandpit is full and wait patiently for their turn. Staff are aware of the importance of outdoor experiences and arrange regular trips. This helps to support children's health and social skills.

Outcomes for children are good

Children progress well. They are keen learners who develop and practise the skills they need to support their future learning. Children are developing good language skills which they use confidently. They enjoy talking to others about what they are doing in their play. For example, children ask to see each other's creations while sticking craft resources to paper. They give praise and use descriptive words, such as 'feathery', to talk about what their friends have created.

Setting details

Unique reference number	127648
Local authority	Kent
Inspection number	1126857
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	46
Name of registered person	Susan Marrable
Registered person unique reference number	RP512456
Date of previous inspection	25 November 2015
Telephone number	07855 134379

Sticky Fingers Pre-School registered in 1999. It is open Monday, Tuesday, Thursday and Friday from 9am to 12.30pm and Wednesday from 9am to 1.30pm, during term time only. The pre-school employs seven members of staff, including the manager who holds a qualification at level 5 and another member of staff who holds qualified teacher status. Three other staff hold early years qualifications at level 3 or above. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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