

Sticky Fish Pre-School

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



Inspection date	15 December 2016
Previous inspection date	31 January 2014

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

- The manager and staff know all the children well and use their knowledge of how children learn to provide a broad range of stimulating and challenging activities. Children make good progress in their learning.
- The manager supports staff well to attend further training to develop their professional skills. For example, staff have increased their awareness of the natural woodland, which has helped children to explore, experience and learn about the real world.
- The manager and staff have extremely good partnerships with parents. They keep parents well informed about their children's progress. They involve them in the daily routines, such as helping their children to find their names and register in the morning.
- Children are content and display a sense of belonging. They have positive relationships with staff and other children. Children are confident. For example, they respond enthusiastically to staff during song sessions.

It is not yet outstanding because:

- At times, staff do not support children's understanding of early mathematical skills during their play and learning.
- The manager does not monitor the progress of groups of children effectively, to help recognise less obvious gaps and patterns in their learning.

What the setting needs to do to improve further

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

- create more opportunities for children to develop their early mathematical understanding during their play and learning
- track the progress of groups of children more thoroughly to easily recognise the less obvious gaps and patterns in their learning.

Inspection activities

- The inspector viewed the quality of the interactions between staff and children.
- The inspector reviewed a range of documentation, including children's records, planning and assessment.
- The inspector had a tour of the premises.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager, staff, children and parents and took account of their views.

Inspector

Linda Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a clear understanding of child protection issues, how to identify concerns and the procedures to follow if they have a concern. The manager provides staff with guidance to help them risk assess thoroughly, to keep children safe. The manager gains useful information from parents about children's routines, interests and abilities when they first start. She shares this with staff to help them support children to settle quickly and with ease. The manager and staff reflect effectively on their practice. They identify and attend ongoing training to develop their understanding and knowledge to benefit children. For example, staff have increased their skills to help support children to develop their vocabulary. The manager uses funding well to improve children's outcomes. For example, they have vastly improved the outdoor learning environment for those children who prefer to learn outdoors.

Quality of teaching, learning and assessment is good

Staff ask questions and use discussion to encourage children's thinking and further exploration to find answers independently. Staff observe and make accurate assessments of what children can do. They use this knowledge to plan the next steps in children's learning. Staff support children's language and communication skills effectively. For example, children enthusiastically retell a story using masks for props. Staff use their skills, such as playing a guitar, to engage and develop children's skills to listen and join in with singing. Staff teach children about the wider world. For example, they talk about countries such as Australia and explore with children how to travel there.

Personal development, behaviour and welfare are good

Children develop a good sense of belonging. They build firm emotional attachments with their key person, who welcomes each child individually. Staff help children to recognise and manage their feelings. Children develop good social and emotional skills. For example, staff provide consistent routines, which children follow confidently. Staff provide opportunities for children's physical well-being. For example, children are physically active and benefit from a wide variety of outdoor learning experiences.

Outcomes for children are good

Children are encouraged to gain the skills they need to be ready for school. All children make good progress in their learning and development. Children's self-confidence and independence are developing well. Even the youngest children show positive attitudes to learning. They are independent and make choices about what they want to do. Children behave well and play alongside each other as they build friendships.

Setting details

Unique reference number	EY388839
Local authority	Bristol City
Inspection number	1068926
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Sticky Fish Pre-School
Registered person unique reference number	RP909614
Date of previous inspection	31 January 2014
Telephone number	01179584075

Sticky Fish Pre-School registered in 1994. It operates from the lower hall of Fishponds Baptist Church, Bristol. The pre-school opens five days a week during school term times from 9.30am to 12.30pm, with an optional hour for lunch until 13.30pm. The pre-school employs eight staff. Of these, five staff have recognised childcare qualifications at level 3.

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