

# Inspection of Sticky Fingers Pre-School

C/O Newlands Primary School, Windermere Avenue, Millbrook, Southampton SO16 9QX

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Inspection date: 23 September 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy, safe and settled in this welcoming setting. They quickly learn familiar routines, which help them feel secure. Even the youngest children benefit from warm, nurturing care in a 'home-from-home' environment. Staff know babies' routines well, adapting activities to meet their individual needs. Children are encouraged to be independent from the earliest stages, pouring their own drinks, brushing their teeth and taking responsibility for their belongings.

Children form strong bonds with their key person and are supported to talk about their families, which gives them a sense of belonging. They enjoy celebrating each other's achievements and show pride in their work. Staff use resources to help children recognise and regulate their feelings, which supports their personal, social and emotional development. Children play confidently with their friends and, overall, behaviour is positive.

Outdoor play is prioritised to give all children, including those who may not have regular access to this at home, frequent opportunities to play in fresh air and take part in physical activity. Parents say their children settle quickly, feel happy and are cared for by kind and supportive staff. Staff ensure that children leave the setting confident, independent and well prepared for the next stage of their education.

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

- Leaders support staff well and place high importance on their well-being and enjoyment in their roles. For example, they conduct regular supervision sessions and well-being check-ins, provide opportunities for staff to access additional training linked to their interests and place strong value on family. Together, they are ambitious for all children and have a clear vision for the setting.
- Children form positive relationships with staff and parents. Parents receive regular updates via an online assessment tool, and book-sharing encourages a love of reading at home.
- Leaders ensure that staff in the baby room are knowledgeable about child development. Staff create a nurturing environment where babies are supported to reach their next steps. For example, staff respond sensitively to babies' cues, offering comfort, encouragement and language that supports early communication and secure attachments.
- Children benefit from a broad range of opportunities, particularly in mathematics, where provision is strong. For example, children explore number, shape and pattern through engaging, hands-on activities that help them apply their learning in meaningful ways. However, other areas of the curriculum are less well developed and do not yet provide the same level of challenge or progression.

- Communication and language support is strong in some areas but not consistent, so some children do not always benefit from equally high-quality support to extend their speech and language.
- Staff support children to be independent, such as managing their own belongings, pouring drinks and developing their self-care skills. Hygiene routines are well embedded, with children managing nose-blowing, handwashing and toothbrushing independently.
- Children are taught to take appropriate risks and understand how to keep themselves safe, for example when climbing, balancing or exploring the outdoor area.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- ensure that staff's interactions with children are consistently of high quality so that all practice supports and extends children's speech and language development
- embed the recently implemented curriculum into everyday practice so that all staff are confident and consistent in delivering it effectively.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY450843                                                                          |
| <b>Local authority</b>                             | Southampton                                                                       |
| <b>Inspection number</b>                           | 10407690                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care                                                                     |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 40                                                                                |
| <b>Number of children on roll</b>                  | 53                                                                                |
| <b>Name of registered person</b>                   | Green Lane Playgroup (Southampton) Committee                                      |
| <b>Registered person unique reference number</b>   | RP906823                                                                          |
| <b>Telephone number</b>                            | 02380764499                                                                       |
| <b>Date of previous inspection</b>                 | 15 January 2020                                                                   |

## Information about this early years setting

Sticky Fingers Pre-School re-registered in 2012. It operates from a room in Newlands Primary School, in the Millbrook area of Southampton. The pre-school opens from Monday to Friday, from 8.45am to 3.20pm, during school term times. It provides funded early education for two-, three- and four-year-old children. It employs 10 members of childcare staff. The manager holds a qualification at level 4 and all other staff hold, or are working towards, recognised childcare qualifications.

## Information about this inspection

### Inspector

Jodi Butchers

## Inspection activities

- This was a routine inspection.
- The manager joined the inspector on a learning walk and discussed the curriculum and what they want the children to learn.
- The manager and the inspector completed a joint observation together.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the children during activities, indoors and outdoors, assessing the quality of the provision and its impact on the children's learning.
- The inspector spoke to staff and the children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

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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