

Sticky Fingers Day Nursery

Inspection report for early years provision

Unique Reference Number	118100
Inspection date	13 November 2007
Inspector	Jean Williams
Setting Address	Bernard Sunley Hall, Greenford Avenue, Hanwell, Hanwell, W7 1AA
Telephone number	020 8566 4606
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Registered person	The Partnership of Ms Tina Booker & Ms Kim Woods
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sticky Fingers nursery opened in 1991 and operates from one room in a large scout hall. It is situated in Hanwell in the London borough of Ealing. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year.

All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from two to under five years on roll, of these, eight children receive funding for nursery education. Children attend the nursery from the local community. The setting supports a number of children who speak English as an additional language and those who have Special Educational Needs.

The nursery employs seven staff, including the managers, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is satisfactorily promoted due to the staff's relevant first aid training. Most recording of accidents and incidents are in place as required although dates and times are not always included in the entries made. The administration of medication is recorded effectively, as required. Staff are aware of their responsibilities to the children and their parents.

Standards of cleanliness and hygiene practices throughout the setting are of a high standard. There are clear policies in place which helps to limit the risks of the spread of cross infection to children.

Children are learning the importance of eating a balanced diet, through shared discussions with the staff about the merits of eating a variety of foods which include fresh meat, fruit and vegetables. Staff are knowledgeable about the children's dietary needs and individual preferences. Children are offered a varied diet. Meals are prepared by the cook on a daily basis who uses fresh ingredients. The kitchens are well appointed and maintained to a high standard.

Children participate at meal times, they serve their own food this encourages the development of their independence and enables them to make choices.

Children are developing an awareness of space, they move with control and confidence, especially when negotiating the furniture and one another. They are adequately developing spatial awareness through the planned activities offered by the staff. Children have regular opportunities to participate in activities developing their co-ordination and skills by playing in the garden on the large equipment. Through the use of the wheeled toys they learn to steer and pedal. When using resources such as glue spreaders, paint brushes and scissors, children are developing their fine motor skills. They are developing their dexterity skills through the use of malleable materials such as clay when making hedgehogs and diva's for Diwali.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The staff provide a warm welcome to the children and parents who bring their children into the nursery and settle them in. The setting is clean, well maintained and attractively decorated with displays of children's work and photographs of past events. The children are very confident and comfortable within the nursery environment and are well supported by the staff.

The nursery is well equipped with appropriate furniture and resources which are safe, clean and well maintained. The room is well laid out with areas for activities such as messy play, art and crafts, table toys, construction and relaxing. The setting has a wide variety of good quality toys and play equipment for use both inside and in the garden, they are stored in mobile units and are easily accessible to the children, enabling them to make free choices and have independence over their learning.

The staff, encourage the children to negotiate the furniture and one another with care, as a result they move safely around the nursery building and garden. There is a clear written evacuation plan that is practised with the children, this helps them to gain an awareness of fire safety issues. Records of fire drills are well maintained as required.

Staff have a good understanding of safety issues, they ensure that children are released to authorised adults and are signed in and out the building by their parents.

Staff have a clear knowledge of safe guarding children. They know how to implement the policies to make sure children are kept safe from harm. Children's safety is also maintained due to the effective procedures in place to confirm the suitability of the staff working in the nursery and the records kept of visitors to the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time in the nursery where they acquire new knowledge and skills in a stimulating, supportive atmosphere. Staff effectively use the Birth to three matters framework and the Foundation Stage curriculum guidance, as appropriate, to plan a wide, relevant range of activities for children to develop in all areas. Children show an interest in their environment and actively engage in fun, well-resourced activities. They play in the role play area, which is a hospital. They make requests that hurt knees are made better. They enjoy messy play, such as making hedgehogs out of clay and divas to celebrate Diwali, as well as collage and painting. They develop their physical skills and body co-ordination using a range of equipment both indoors and out.

Children contribute to nursery routines and help tidy toys away. They separate happily from their parents and carers and have close relationships with staff who understand their individual needs. Staff provide good levels of support, know the children well and work closely with parents to ensure that their individual routines are followed within the nursery. Children feel secure and grow in confidence because of the continual interest and warmth shown to them by the staff.

Nursery Education

The quality of teaching and learning is good. Children concentrate well and engage in activities to a high level. They play amicably together sharing resources happily and show care and concern for each other. For example, one child invites another to come and join in their play. Children are confident, articulate speakers who readily engage in conversation with others. They enjoy listening to stories and some are able to write their names with clear and legible letters. They learn about growing things through the use of the nursery garden and the natural world by studying the seasons and talking about hedgehogs and their environment.

All children enjoy physical activity and have good opportunities to reinforce and develop skills using a range of equipment. They are adept at pedalling and steering the wheeled toys and show good hand-eye control as they throw, kick and catch balls. Children have opportunities to develop their information and communication technology skills through using computers and the tape machine as they listen to stories and music. Children use their imagination well as they pretend to be medical staff and patients in a hospital. They happily support each other with role-play and use their creative skills to paint pictures and make Diwali cards. Children enjoy singing and have opportunities to make music, which enables them to learn about rhythm and the sounds of the instruments. They have a wide repertoire of songs that include themes about the days of the week and the seasons which reinforces their awareness of time.

Staff have a good knowledge of the curriculum guidelines and stepping-stones. They plan well and include learning objectives for the children but do not but do not evaluate the completed

activities. This means that the next stages of children's learning is not always fully anticipated. Staff use a good range of teaching strategies very effectively to develop children's knowledge and understanding. For example, they use questions skilfully to challenge thinking. Staff develop children's language and literacy skills through their promotion of interesting conversations and use of phonics to consolidate their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for in an emotionally warm, child friendly environment where staff are kept well informed of their individual needs. Children's confidence develops through having the opportunities to make choices and through the respect and care shown to them by staff who treat them fairly and with equal concern.

The staff give the children clear, consistent boundaries, they praise them and celebrate their achievements which helps to build up their self esteem. Children's art work is displayed throughout the setting which helps to build their sense of ownership and belonging in the nursery. Children learn about the wider world we live in through planned projects, and by using the range of resources that reflect positive images of diversity. The nursery supports children with special needs. The staff work closely with the parents and any therapists who may be involved in their care. The setting fosters children's spiritual, moral, social and cultural development.

Children's behaviour is very good. They play happily together, and are encouraged to take turns and be polite to one another. Children are learning to respect the toys and equipment by staff teaching them to tidy up at the end of the activities. Staff provide good role models to the children they are polite in their requests, kind and caring and help the children to behave positively.

Partnership with parents and carers is good. Staff welcome parents into the setting, they make themselves available to exchange information and learn about the children and their routines. Children benefit from the partnership because it ensures their needs are known to their carers. The nursery has good systems in place to ensure that parents are kept well informed about the developmental progress of their children and the day to day activities that take place within the nursery. The nursery also holds social events, such as a Christmas concert, for parents, children and staff which promotes good working relationships. Parents spoke very positively about their relationships with the staff and the service that they and their children receive from the setting.

Organisation

The organisation is satisfactory.

Leadership and management is good. The managers of the nursery have sound leadership qualities, they ensure that staff receive support and their developmental needs are met through the opportunities offered to attend relevant training courses. The managers have a vision for the nursery and can identify the areas that they would like to develop further.

The nursery is very well organised.

The policies and procedures are all in place as required, which means that the health and welfare of the children attending the nursery is fully promoted.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to ensure that the daily record of the names of the children being looked after, hours of attendance and the names of the persons looking after them is retained for a period of two years. This has been achieved. Past records are retained and stored safely within the setting's filing system which means that should there be any queries about a child's past attendance or health records they are easily retrievable.

The setting was also asked to ensure that the Ofsted registration certificate is displayed at all times. This has been achieved. The registration certificate is clearly displayed on the notice board so that all parents are able to confirm that the setting is registered.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure accident records are completed in full and that prior written parental consent to administer medication is in place
- ensure that registers are appropriately recorded and that staff registers are kept

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that activities are evaluated to ensure that the children's planned learning intentions have been achieved

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk