

Sticky Fingers

Inspection report for early years provision

Unique reference number	EY299061
Inspection date	24/11/2008
Inspector	Carolyn Mary Hasler
Setting address	710 Hertford Road, Enfield, Middlesex, EN3 6NR
Telephone number	07732 385 075 or 07852 995328
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Sticky Fingers is a privately owned company. It opened in 2005 and operates from two main play rooms in a community building. It is situated on a combined church and school site in Freezy Water in the London Borough of Enfield. A maximum of 75 children may attend the breakfast, after school club and holiday play scheme at any one time. The club is open each weekday from 07:00 to 08:45 for their breakfast club, 15:00 to 18:00 for their after school club and 08:00 until 18:00 during some term time and half term holidays. Access to the provision is fully inclusive allowing equal access to all regardless of their ability. The club has access to an outside area.

There are currently three children on the Early Years Register, 77 children are on the compulsory part of the Childcare register. Children come from a wide catchment area. The setting currently supports a number of children who speak English as an additional language.

The setting employs 17 members of staff, some of which are part time. Of these, 11 hold appropriate early years qualifications. Six are working towards a level 2 qualification.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The setting does not effectively meet the welfare needs of children and demonstrate how they are fully inclusive. Toys and resources which reflect diversity are not accessible and so children's own cultural identity is not reflected in their play. The staff are not secure in how they respond to discriminatory incidents and this has an impact on how children learn to respect others for their differences.

Since the last inspection the registered person is aware and tries hard to re-address the organisational problems within her setting. However, these have been ineffective resulting in no meaningful resolution to chronic practice issues. The registered person continues to be enthusiastic and has a positive attitude towards change.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- display certificate of registration (documentation) (also relates to compulsory and voluntary part of the Childcare Register) 15/12/2008
- provide public liability insurance (suitable premises) (also relates to compulsory and voluntary part of the Childcare Register) 15/12/2008
- provide a detailed action plan for staff and time scales to include details of courses booked on (food hygiene/first aid) to support the welfare requirements for children (suitable people) (also relates to compulsory and voluntary part of the Childcare Register) 15/12/2008
- keep a record of accidents and first aid treatment, inform parents of any accidents or injuries sustained by children (safeguarding and welfare) (also relates to compulsory and voluntary part of the Childcare Register) 15/12/2008

To improve the early years provision the registered person should:

- display fire evacuation procedures
- ensure that all staff are aware of the need to maintain privacy and confidentiality
- review systems to verify the identity of visitors, arrival and departure procedures for staff, children, parents and visitors
- review the complaints procedure to include details of how to contact Ofsted
- review and implement the existing risk assessment to ensure it takes all reasonable steps to limit hazards to children both indoors and outdoors

The leadership and management of the early years provision

The organisation and management of the provision is inadequate. Staff are unclear of their role and in-active in providing a balance of interesting and inviting activities to compliment the range of Early Years Foundation Stage experiences children receive elsewhere. Whilst they engage children in play, it is not sustainable because the range of resources are limited. Ineffective deployment of staff who lack up to date training and poor record keeping means that the setting has failed to meet several welfare requirements and impacts negatively on how the service is delivered. Although the registered person is aware of this, she has relied heavily on her staff to manage the setting and is not always on the premises. The lack of leadership and conflicting team dynamics directly impacts on children's enjoyment.

The setting has no formal evidence of how they evaluate the service provided, whilst undergoing inspection the registered person was very receptive to feedback and acknowledges areas that she needs to improve. However, there are few clear objectives for their future development.

The registered person has systems in place to inform parents about news. Activity plans are displayed for parents to see. However, although displayed some critical documents such as the certificate of registration, fire evacuation procedure and public liability insurance cannot be clearly seen or are invalid which means parents are not sufficiently kept informed about the welfare of their children while on the premises. There are weaknesses within how parents are informed about accidents, incidents and the administration of medication and the impact this has on children's privacy. Policies and procedures are available for parents to see. However, information is not always complete and this gives parents mixed messages. For example the complaints procedure. The setting is beginning to form links with other early years partners within their area which the registered provider has generally found to be a positive experience.

Although both the registered person and staff demonstrate verbally a sound understanding of safeguarding, this is not evident from practice issues because the setting has inadequate procedures in place to safeguard children. For example, systems for the safe collection of children is not effective, the visitors' book is inconsistently used and information provided for parents is difficult to access and not always available. Consequently children are therefore at risk from harm.

The quality and standards of the early years provision

The registered person is enthusiastic and has lots of ideas to support children's enjoyment and achievement. Although, there are activity plans available to compliment other early years partnerships they are not implemented by staff and children are given limited extended experiences. Mostly children wander from table to table or play soft ball. There is little meaningful guidance or interaction between staff and children. The staff do not make the best use of space provided, little thought has been given to structuring the space to give easy access to resources and ensure that safety of all not involved in more physical games. Planning does include children's ideas and suggestions. However, they are not used effectively to inform staff about what to set out. Despite this children enjoy coming.

Children's well-being is not adequately protected. Systems to support their health are ineffective. For example, records and documentation are not easily accessible. The setting is generally clean, although systems to ensure the maintenance of resources are ineffective. The setting has the use of an outside area, children spend a minimal amount of time here and there is little evidence of how this space is planned or used to support all round development. The organisation of snack time is inadequate. Policies and procedures are not adhered to with regard to the safe preparation and handling of food. Children can not access drinks throughout the session, consequently some go without drinks for long periods effecting their overall wellbeing. The setting ensures that on cold days they are offered a warm snack. However, systems to ensure the smooth running of snack times does not sufficiently ensure that they are all treated equally and fairly. For example, there is a lack of adequate amounts of food and side dishes are not offered to some until after they have finished. Healthy snacks of fruit and vegetables are not always available to accompany convenience or processed foods. Children wait long periods to be served, independence is not greatly encouraged. This impacts on their

overall enjoyment. Some pre planned activities such as dance classes and ball games are popular with the children and keep them active and challenged.

Children are generally learning about keeping themselves safe through visits from the police who have prompted discussions on issues as diverse as being home alone, internet safety and how to use mobile phones safely. Time is allocated to sit with children and listen to their fears which they feed back where appropriate to parents. Although risk assessments are carried out daily, they are not effective. Staff are not aware of safety issues related to the premises, there is little evidence that they have been recorded or actioned.

Staff demonstrate knowledge and understanding of how to promote good behaviour and manage challenging behaviour. However, their knowledge is not always used in practice and children are sometimes left feeling insecure and unsupported. Generally children behave well and enjoy coming to the setting, they are successfully making friendships across age groups and school boundaries, learning positive social skills in order to contribute to their community.

Children have well developed speaking skills and communicate with each other during conversations, enjoying each other's company. Although they are not always able to express their feelings clearly when feeling insecure. For example, when adults around them act upon incidents without giving adequate explanation. They are using their knowledge and skills to successfully solve problems within everyday routines, situations and activities, learning skills that will help them contribute to their future economic well-being. For example, they have opportunities to complete home work and have supervised access to some forms of ICT equipment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 15/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 15/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection the provider has received no complaints which required Ofsted to take action.

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.