

# Sticky Fingers

Inspection report for early years provision

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**Unique reference number** EY299061  
**Inspection date** 10/08/2009  
**Inspector** Susan Parker

**Setting address** 710 Hertford Road, Enfield, Middlesex, EN3 6NR

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**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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2005 and operates from two main play rooms in a community building. It is situated on a combined church and school site 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 7:00am to 8:45am for their breakfast club, 3:00pm to 6:00pm for their after-school club and 8:00am until 6:00pm 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 two children on the Early Years Register; 63 children are on the compulsory part of the Childcare Register. Children come from a wide catchment area. The setting supports children who speak English as an additional language and children with learning difficulties and/or disabilities.

The setting employs 17 members of staff, some of whom are part-time.

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

Overall the quality of the provision is satisfactory. Effective systems are in place to ensure that staff promote all aspects of children's welfare and learning. Children are safe and secure and enjoy learning about the world around them. The partnership with parents, local schools and other agencies, supports staff in meeting the needs of all children. This ensures that children get any additional support they need. This means that all children are making sound progress, given their age, ability and starting points. The manager has implemented a system of self-evaluation which ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of its users.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- ensure that, as well as conducting a formal risk assessment, constantly reappraise all environments and activities to which children are exposed and make necessary adjustments to secure their safety at all times
- develop and organise fully effective systems to ensure that the individual needs of all children are met.

## **The leadership and management of the early years provision**

The sound leadership and management of this setting underpins the satisfactory welfare and learning of the children. The manager works in partnership with her staff, local schools and outside agencies. Every child's individual needs are well recorded and met. Robust safeguarding policies, recent training for all staff and regular risk assessments ensures that children are safe and well protected. All staff have a detailed understanding of child protection and are committed to promoting children's safety at all times. This includes teaching the children to play safely and be aware of possible hazards. Well planned, creative and imaginative activities, visits and outings enable the children to practice their skills and explore their environment safely. However, as there are many different trips and outings on offer, and other members of the community use the building, all processes and practices should be reappraised to secure the safety of the children at all times.

Children make steady progress in this organised and stimulating environment where the manager and staff have dedicated time to enhance the setting by implementing effective computerised systems to monitor and evaluate the provision including consultations with children and their parents or carers. Parents and carers receive regular information regarding their children including aspects of their welfare and developmental achievements. This includes access to a folder of the setting's policies and procedures. However, these systems are not yet fully implemented.

The manager and staff have a positive attitude and are committed to enhancing the welfare, learning and development of every child attending. Every child's individual and diverse needs are met. Regular observations of the children and the caring relationships formed ensure that key workers have an understanding of each child's starting points and capabilities. Every child has a record of their achievements and individual needs. This system has been recently implemented and has not yet been fully evaluated to ensure that it reflects each child's current levels. Staff plan and provide exciting and challenging activities which are effective in promoting children's progression towards the Early Learning Goals. Children are able to access for themselves, a diverse range of toys, games, activities and resources that are age appropriate.

Any accidents are recorded and the premises checked daily for hazards. Every member of staff holds a valid first aid certificate and have an awareness of keeping children safe. Outings are effectively risk assessed before embarking and on arrival, taking appropriate precautions to keep children from harm. For example, children wear high visibility jackets on outings. Through activities, posters and routine, the children are learning good habits, for example, washing their hands before eating and covering their mouth before sneezing or coughing.

The manager and staff are effective in working in close partnership with the parents, other settings and other professionals. Through this effective partnership, staff ensure that they gain an understanding of each child's interests and

capabilities and is able to fully include them in the planning and provision of all activities.

## **The quality and standards of the early years provision**

Children enjoy their time in this provision where their individual needs are met. The children have a key worker assigned to them who knows each child well and is able to provide them with interesting and exciting games, resources and activities which stimulate their natural curiosity and imagination. Children are safe and secure in this provision. They are adopting healthy habits in their own personal hygiene and are fully aware of the boundaries implemented by staff for their own safety.

Children have regular access to outdoor play and sporting activities, and are aware of keeping themselves safe from the effects of the sun and to drink regularly when exercising. They mix socially with other children frequently, and are establishing firm friendships. Children are encouraged to make their own decisions on activities and outings they wish to participate in. This actively promotes children's feelings of self-esteem, confidence and independence.

Children's language and communication is actively promoted. Children are encouraged to be very social, they are encouraged to talk and the staff really listen to what the children are saying. Activities such as story telling in the tent using torches is especially enjoyed as the children all work together to create the required atmosphere. They are developing their vocabulary everyday through sharing books and talking about their experiences. Children are encouraged to think critically as the staff regularly ask them appropriate questions about what they are doing and what may happen next. Children are forming an understanding of problem solving, reasoning and numeracy; they recognise shapes very well and are able to complete challenging puzzles. Children's mathematical thinking is promoted as an integral part of all activities such as counting, recognising colours and familiar numerals. They are learning about the world around them through mixing with the community and learning about each others traditions and customs. During the inspection, children were dressing up in traditional costumes and practicing a Bangladeshi dance. Children are supported and are encouraged to try to do as much independently as they can with full support of the staff.

Children's milestones and achievements are recorded by the staff, linking activities to the Early Years Foundation Stage principles and outcomes for children. These are currently being developed in order to effectively plan the next steps to challenge the children to ensure their sound progression towards the early learning goals.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

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

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## **Annex B: the Childcare Register**

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

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