

Sticky Fingers Day Nursery

Inspection report for early years provision

Unique reference number	400094
Inspection date	01/07/2009
Inspector	Brenda Clarke
Setting address	School House, Learning Lane, Whitley, Goole, North Humberside, DN14 0WE
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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).

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 Day Nursery is a privately owned setting which opened in 1999. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The premises were originally the headmaster's house and are attached to the local primary school in Whitley, North Yorkshire. They serve the local rural community and surrounding areas. A maximum of 33 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children have use of the secure enclosed outdoor play area. There are currently 60 children aged from a few months to under five years on roll. Of these 26 children receive funding for nursery education. Children attend for full day care, part-time and sessional care. Appropriate provision is available for children with learning difficulties and/or disabilities or those who speak English as an additional language. The nursery also runs Sticky Kids Holiday Club which is based in the adjoining school. Operating times are the same as the day nursery. A maximum of 16 children may attend at any one time. There are 10 staff, all of whom are appropriately trained.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Relationships are very strong so that all children are valued and included and really enjoy their time in the nursery. Good planning ensures that children experience a wealth of activities that engage and move their learning forward, enabling them to achieve highly overall. Safeguarding procedures are robustly followed but there is no recently trained named person to lead on child protection issues. This is a requirement of the Early Years Foundation Stage. Planning for play outdoors is good, but the lack of continuous use, together with limited shade and uneven surface for wheeled toys, limits the scope of provision. Actions from the last inspection have been dealt with robustly; this together with extremely perceptive evaluation by senior staff places the setting in a good position to improve further.

What steps need to be taken to improve provision further?

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

- develop the outdoor play area to provide a more flexible, continuous provision that includes shade and a suitable hard surface for wheeled toys.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure there is a designated practitioner to take responsibility for safeguarding children and that this person has attended a child protection training course. (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

31/10/2009

The leadership and management of the early years provision

Leadership and management is good overall and has some outstanding features. The manager and her deputy have been in post for one year. Their enthusiastic leadership ensures a very good steer to the nursery and results in a strong, cohesive team who strive to ensure high quality provision. Links with parents are good. Parents of the youngest children receive detailed diaries of their child's day and through the provision of very informative progress files all parents receive regular updates on their children's progress. This ensures high levels of confidence in the setting and results in happy, confident children. The Early Years Foundation Stage framework is in place ensuring that children are assigned key workers with formal responsibility for their welfare. Most safeguarding, staff vetting and childcare procedures are in place and rigorously followed. Whilst there is a detailed policy for child protection, the school's evaluation identifies that senior staff require update training and speedier access to important contact telephone numbers and this is a requirement of the Early Years Foundation Stage. Staff undertake additional training to support those with specific learning needs. This ensures that all children are fully included and receive the support they require.

Rigorous self-evaluation gives leadership a clear vision for further improvement. Staff take part in regular planning meetings, both to evaluate current provision and to build on this. Regular observations of children at play enable staff to identify their next steps in learning and provide additional resources; for example, providing pipes and containers to increase the scope of sand play. Staff regularly assess children's progress and plan activities to address children's differing needs. This ensures that children make good progress. However, opportunities are missed for older children to reflect on those aspects they have enjoyed over the week and to add their suggestions about future activities. Partnerships with the school are developing well so that children transfer smoothly to their next stage of education.

The quality and standards of the early years provision

Relationships at all levels are outstanding so that children's personal development is very good. A key reason for this is that staff are excellent role models. Their care and concern transfers to the children, who in turn behave very well, play safely and show much respect for others. Younger children learn to share toys, take turns and develop independence as they choose activities and snacks. Through regular circle times older children develop good sitting and listening skills, preparing them well for the reception class. As children progress, they recognise their names, develop confidence as writers achieving highly in this area. Children enjoy counting when singing number rhymes, but opportunities are sometimes missed to develop and reinforce number recognition, for example, through carefully planned number games where numerals are included.

Good table manners are reinforced very effectively as children eat lunch and tea. They enjoy healthy foods and independently access fruit and drinks. Children play

safely and wash their hands before eating and after visiting the toilet. They independently choose activities and help with clearing away. Because all the children play outdoors together at set times only, opportunities for more robust play are reduced due to limited space. This also reduces opportunities for children to follow their own interests indoors or outdoors. Children experience problems when manoeuvring wheeled vehicles on bumpy surfaces and so favour other options. This reduces the scope of their play.

Children are eager to learn and enjoy their time immensely. Because activities are well planned and child centred, children want to participate and show real interest in their learning. They persevere for good periods of time and develop good levels of confidence. Events such as China Day extend children's learning in exciting ways, enrich provision and contribute significantly to children's enjoyment.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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 (CR2) 31/10/2009

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 (CR2) 31/10/2009