



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400094

DfES Number: 536642

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Christine Snowdon

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Sticky Fingers Day Nursery
Setting Address	School House, Learning Lane Whitley Goole North Humberside DN14 0WE

REGISTERED PROVIDER DETAILS

Name	The Committee of Sticky Fingers Day Nursery
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ORGANISATION DETAILS

Name	Sticky Fingers Day Nursery
Address	School House, Learning Lane Whitley Goole North Humberside DN14 0WE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sticky Fingers Day Nursery is a privately owned setting which opened in 1999. The premises were originally the headmasters 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 5 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 special needs or those who speak English as an additional language.

The nursery also operates Sticky Kids Holiday Club which is based in the adjoining school. Out of school care is provided during school holidays only and operating times are the same as the day nursery. A maximum of 16 children may attend at any one time.

There are 10 staff including the owner and administration person who work in the setting and support the children. Within the staff team 6 including the manager hold appropriate childcare qualifications and one staff is working towards a qualification.

How good is the Day Care?

Sticky Fingers Day Nursery provides good quality care for children. A very warm, welcoming and child orientated environment is provided where children feel secure, happy and confident. Staff work effectively as a team and carry out their roles and responsibilities well. Regular staff meetings and planning sessions develop their understanding of Birth to Three Matters and the early learning goals. Most documentation is in place.

There is a high standard of health and safety on site. Regular risk assessments and daily checks ensure areas are safe and suitable with all appropriate safety

equipment in place. The premises are very clean and well maintained and staff promote good hygiene practice in all areas. Healthy and nutritious meals are prepared and cooked on site and special dietary needs are catered for.

Staff plan and provide a stimulating and interesting curriculum based on theme's and topics. Children of all ages enjoy the range of creative and play opportunities which promote their development and learning. Rooms are well resourced and equipment organised effectively to offer free choice and independence. Children benefit from regular outdoor play in an area that has a good range of equipment to promote physical development and an understanding of nature. Evidence is in place to show the holiday provision provides fun and appropriate play opportunities for children.

There are very good relationships with the parents. Effective systems are in place to keep them informed of their children's progress and achievements. Parents are made aware of, and have access to all the nurseries policies and procedures.

What has improved since the last inspection?

not applicable.

What is being done well?

- The owner and staff team have developed very good working relationships and show commitment to developing their practice through staff meetings, planning sessions and external training. They are currently working towards a Kite mark accreditation and as a result they work effectively as a team and demonstrate a good awareness to the Birth to Three Matters and early learning goals.
- The nursery is very welcoming and bright due to the excellent displays and wall murals in all areas. Children's work is valued and displayed effectively to enhance the setting and create a interesting and stimulating environment.
- The outdoor area provides very good opportunities for children to learn about nature and the environment. They enjoy digging and planting seeds such as sunflowers, tomatoes and spring bulbs. The wind chimes in the tree's reflect the recent weather topic when children made their own wind sticks and experienced the effects in the wind.
- Children's individual care needs are met well and babies routines reflects their own sleep patterns. Staff are very attentive and caring, they know the children well and there is positive and sustained interaction in all areas. Children settle easily and soon become familiar with the daily routine. All children show a positive attitude to learning and as a result they are making good progress in their learning and development.
- There are excellent systems in place to keep parents informed of their children's progress and learning. Parents receive their attainment folder at regular intervals which includes photographs and creative work along with written progress reports. This builds up into a detailed reflection of their child's time in nursery. Parents are welcomed into the nursery at any time

and report very good relationships and confidence in the staff team.

What needs to be improved?

- documentation, with regards to the recording of accidents and procedures to follow in the event of a lost child.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Devise and implement a procedure to be followed in the event of a lost child.
14	Ensure parents sign to acknowledge the entry in the accident books

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sticky Fingers Day Nursery provides a welcoming and stimulating environment where children make generally good progress towards the early learning goals. Provision for their knowledge and understanding of the world, physical development and creative development is well planned and they make very good progress in all these areas. In their personal and social development, communication language and literacy, and mathematical development they make generally good progress.

The quality of teaching is generally good. Staff are attentive, interact well and give appropriate support and encouragement. They demonstrate a sound knowledge of the early learning goals and there is detailed planning and assessment in place. Staff work effectively together as a team and provide a good range of interesting learning activities that promotes most aspects of learning. They arrange the outdoor area, playrooms and resources imaginatively to encourage children's independence. However the organisation of some parts of the daily routine is not as effective resulting in some aspects not being covered.

The leadership and management is generally good and staff receive good support from the management. All staff are involved in the planning and as a result are gaining a good understanding of the early learning goals. Regular staff meetings, planning sessions and annual appraisals are in place to support and evaluate their knowledge and skills. However the monitoring and evaluation system does not ensure all aspects of learning are sufficiently promoted.

The partnership with parents is very good. Parents and staff have a friendly relationship and staff are available to talk to them at any time. Information that parents receive is of good quality and very informative. Parents are informed of the topics and encouraged to be involved in their children's learning at home.

What is being done well?

- Children are very confident and independent. They are able to toilet themselves, help to set the tables for lunch, pour their own drinks, select resources and help to tidy away.
- The outdoor area provides a wide range of interesting experiences and resources. Staff ensure children have daily opportunities for physical play and this is well planned and provided for. The learn about nature and enjoy digging the garden, growing bulbs and seeds in some very unusual containers such as Wellington boots.
- Good opportunities are provided for children to understand science and changes to weather conditions. Whilst covering the "snowman" topic they observe how liquids turn to solids when making ice lollies. They make wind sticks and wind chimes for the tree observing how the wind changes position

as they play in the garden.

- Children use their imagination well to act out their home experiences in the role play area, they dress up in a variety of costumes in the "fashion shop" which is well resourced and planned for maximum enjoyment.
- Staff have developed very good relationships with the parents and this is reflected in the parents comments. They put a great deal of effort into the children's attainment records which are an excellent reflection of the children's time in nursery, the activities they enjoy, their learning and progression.

What needs to be improved?

- children's ability to sit quietly and concentrate when appropriate
- opportunities for children to link sounds to letters, naming and sounding letters of the alphabet
- opportunities for children to learn the concepts of calculation in everyday play situations
- the monitoring and organisation to ensure all aspects of learning are promoted.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the previous report. These required the nursery to develop mathematical activities for children to recognise numbers and apply skills to problem solving and to include targets for individual mathematical development.

Staff use practical activities such as matching numbers on board games or comparing the engine numbers of the trains with those in the Thomas the Tank engine book. Number lines and effective labelling indoors and out reinforce children's learning. The assessment and on track records are used to monitor and plan for children's individual learning. Limited progress has been made to include the calculation aspect and this will be incorporated in the key issues from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen and motivated to learn. They are very confident, settle well on arrival and have good relationships with the staff and their peers. They know the routines well and help set up the tables for lunch, pour their own drinks and toilet themselves with confidence. Children show respect for one another are learning to share, take turns and demonstrate good manners. They enjoy the group times and when interested remain focussed however at times find it difficult to sit appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy listening to stories and spend time looking at books independently where they handle them correctly and understand that print carries meaning. They have good opportunities for emergent writing and as a result some 4 year olds can write their names using well formed letters. Most children can recognise their own name card and there is effective labelling in place, however there are few opportunities for children to practice phonic sounds, naming and sounding letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing their understanding of number they count up to five and the more able up to ten and beyond. They are able to match and name numbers whilst comparing the numbers on the train trucks to those in the book. They use mathematical language such as bigger and smaller when comparing heights on the growing chart. They construct and identify the different shapes such as triangles and star. But there are few opportunities for children to learn the concepts of simple calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have very good opportunities to explore and investigate in the garden area. They observe and understand the requirements for growth by planting seeds and vegetables, observe the changes in weather and how the wind affects the wind sticks and chimes. As part of their "snowman" topic they observe how liquids change to solids when making ice lollies. IT skills are developing well, they use the mouse skilfully following the programme and directions from staff.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from the regular opportunities for outdoor play. They have good spatial awareness negotiating and steering the wheeled toys to avoid collision showing control and skill. They use equipment to climb and balance showing good coordination and agility. Staff encourage eye- hand coordination by practicing catching and throwing using different size balls children concentrate well and show pleasure when they succeed. Pencils, scissors and other tools are held and used appropriately.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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They explore shape, colour and texture through a variety of activities and mediums. They respond to what they see, hear, touch and smell in a variety of ways. They have good opportunities for developing their imagination through role play; whilst playing in the shop a 3 year old explained they didn't need money as they were using their card to pay. They enjoy experimenting with the musical instruments making loud and quiet sounds and following staff directions.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide more opportunities to develop children's ability to sit quietly and remain focussed
- develop opportunities for children to practice phonic sounds and use simple calculation in everyday play situations
- improve the system for monitoring and organisation to ensure all aspects of learning are promoted

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.