



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 123138

DfES Number:

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Judith Pitter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sticky Fingers
Setting Address St John the Divine Church Hall, Garratt Lane
 Earlsfield
 London
 SW18 4EH

REGISTERED PROVIDER DETAILS

Name Ms Jean Dalton

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 has been open since 1996 and was registered in 1999. The nursery operates from St John the Devine Church premises on a main road in Earlsfield. The area is well served by public transport and the majority of children attending come from the local vicinity. A maximum of 32 children may attend the nursery at any one time. Full-time and part-time places are provided. The nursery is open each weekday from 08.00am to 18.00 and, operates 48 weeks a year and excluding Public holidays.

The premises includes a large hall, kitchen and toilets facilities, nappy changing area and staff room. All children share access to a fully enclosed outdoor play area.

There are currently 26 children aged from 18 months to under 5 years on roll. Of these eight children receive funding for nursery education. There are no children with special educational needs and there are five children who speak English as an additional language.

There are five full-time staff including the provider/manager and two part-time staff. The provider/manager and staff are experienced and hold appropriate early years qualifications including, Montessori Diploma, NNEB and NVQ levels 2 or 3 in childcare. The nursery employs a combination of traditional teaching and Montessori methods to promote children's learning and development. It receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Sticky Fingers provides a satisfactory standard of care for children.

The manager and staff are experienced and well qualified in Montessori practice and early years child care and education. Good deployment of staff ensures that children are well supervised. Staff sit with children at activities, develop positive relationships with them and are interested in what children say. Meal times are sociable occasions with the staff eating with the children and using opportunities to encourage children's

social and language skills. Children are praised and encouraged to behave well.

The nursery has a good selection of Montessori equipment and other play materials including construction toys and materials for creative activities. There are some resources reflecting positive images of cultures but few resources reflect positive images of disability. Staff plan a range of activities based on interesting themes, which enable children to experiment and learn through play. For example, children learn about colours whilst doing foot paintings. Some activities are presented unimaginatively.

Children's personal care is managed well through the daily routines, with good hygiene practices in place. Staff are aware of most safety issues and there are procedures in place to minimise risks. However, the temperature in some areas of the nursery is inadequate. Staff show awareness of child protection issues and procedures.

Record keeping is generally well maintained and most policies and procedures are in place, regularly updated and shared with parents. Staff offer a warm welcome to parents and take time to exchange information about their children's individual progress verbally and via a progress book. Parents are actively encouraged to participate in the provision and receive regular newsletters informing them of the nursery events. Positive responses regarding the provision were received from parents.

What has improved since the last inspection?

At the last inspection 18 actions were made regarding care, learning and play, the physical environment, equipment, health and safety, special needs, managing behaviour, working in partnership with parents and child protection procedures and documentation. All actions have been met satisfactorily.

What is being done well?

- Good deployment of staff ensures that children receive good individual attention throughout the session, including during group activities and meal times.
- Staff interact with children in a caring and warm manner.
- Good use is made of meal times to develop children's social and language skills.
- Parents engage well and are actively encouraged to participate in the provision. They value the use of the progress book and newsletter as tools to keep them informed of their child's developmental progress and ongoing events in the nursery.

What needs to be improved?

- health and safety, including ensuring smoke alarms are maintained in working condition, all areas of the nursery accessible to children, specifically the toilet and hallway are maintained at an appropriate temperature and, a lost child policy is in place
- ensuring that play materials and activities are presented to the children in stimulating and interesting ways in order to extend their learning and, ensuring that children have access to a range of resources and activities that reflect positive images of cultures and disability

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.)

Since April 2004 Ofsted has received one complaint relating to; National Standard 6: Safety, National Standard 7: Health, National Standard 12: Working in partnership with parents and National Standard 14: Documentation. Ofsted Investigated and actions were made relating to the keeping of records. The provider has now carried out all actions and remains qualified for registration.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	devise a statement of procedures to be followed in the event of a child being lost	28/02/2005

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

Std	Recommendation
4	ensure that all areas of the nursery accessible to children, specifically the toilet and hallway are maintained at an appropriate temperature

3	ensuring that play materials and activities are presented to the children in stimulating and interesting ways in order to extend their learning and, ensure that children have access to a range of resources and activities that reflect positive images of cultures and disability
6	ensure that smoke alarms are maintained in working condition

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

How effective is the nursery education?

Sticky Fingers provides acceptable nursery education overall but has some significant areas for development. Children's progress towards the early learning goals is limited by some significant weaknesses.

Teaching has some significant weaknesses, although there are some areas, which are generally good. Staff have positive relationships with children and they plan a range of activities based on the six areas of learning. Most activities enable younger three year olds to follow their interests, and the Montessori equipment is used well to encourage mathematical development. However, there are times when staff over direct children, and this, combined with the structured organisation of activities, impact upon children's ability to learn new skills and initiate and extend their own play. The nursery is well equipped but planned activities are not always challenging, and staff do not always organise resources well so that children access them on a regular basis. Staff create a caring environment and they are generally aware of the progress children are making. They undertake detailed observations of what children can do and share these well with parents.

Leadership and management has some significant weaknesses. Staff are encouraged to work collaboratively, discuss planning and share information about children's needs and progress. However, activities, resources and play areas are not used fully to extend children's learning, and staff do not take sufficient account of the different ways that children learn.

Partnership with parents is generally good. The staff team make time every day to communicate with parents. Regular newsletters and a notice board keeps parents well informed of events and activities, and parents are able to read reports every fortnight about their child's progress and make comments.

What is being done well?

- Children are encouraged to count as part of everyday activities and, they access a range of Montessori resources, which encourages them to develop mathematical thinking.
- Through garden projects in the summer children observe change in living things, as children planted a range of vegetables and fruit, which they watered and cared for daily. Children then enjoyed tasting them and taking them home to share with their families.
- Staff are kind and caring towards children, providing a welcoming and warm environment in which children feel supported.
- Written reports every fortnight provide detailed information for parents about the progress their child is making. These are used well by staff to keep

parents informed and to invite comments back from parents as to how children are progressing at home.

What needs to be improved?

- staff's awareness of the different ways that children learn, so that they can plan effectively and use a range of methods, resources, indoor play areas and the outside garden to enable children to make progress
- the planning, so that children experience a wider and more challenging range of activities which encourage them in their all round development, and provide them with greater opportunities to explore and extend their own play
- the organisation of routines, play areas and resources so that children have more opportunities to select activities independently, initiate their own play and develop their creative skills
- the opportunities for children to access musical toys, programmable toys, apparatus for climbing and balancing at varying heights and mark making for a variety of purposes
- the opportunities for children to develop a greater awareness of the cultures and beliefs of others and to explore their local environment

What has improved since the last inspection?

This was the first inspection since registration

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have formed strong friendships and show care and concern for one another. During outside play they link up well to engage in bike chases and imaginative play. Most children are aware of the expectations of the setting and respond positively to changes in routine, although some find it difficult to listen and concentrate at circle time. Children's self care skills are well established, although the structure of the day limits children's ability to select independently and initiate play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to form recognisable letters as they write in their letter book. They enjoy listening to stories, eagerly joining in with repeated refrains and responding well to questions raised about 'Boris the Vulture'. They are beginning to develop confidence when sharing news about their weekend, and some children can recognise their name in print. 'Letter of the week' themes enable them to find objects beginning with the same sound. Mark making is not encouraged in all areas.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers throughout the structured sessions, with most children able to count confidently up to 10 by rote, and others able to recognise numbers up to 5. A few children can place the correct number of counters or spindles onto the corresponding number. Children describe the water container as being empty or full and talk about the small and big jigsaw pieces. They sort and match colours and shapes. Mathematical thinking is not fully encouraged in free play and outside play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children plant vegetables and fruit, water them daily and observe the change as they grow. In the garden they observe a centipede on the ground and comment on how many legs it has. They observe differing textures when using the 'touching tablets' equipment, and when talking about natural objects during the autumn theme. They have limited opportunities to gain an awareness of the cultures and beliefs of others or to explore the local environment. There are few programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy playing in the garden, where they take part in an impromptu activity, moving their bikes slowly and quickly to a popular nursery rhyme. They are able to name their body parts and have a good awareness of healthy eating and hygiene. Children pour water into small containers, transfer water using a turkey baster and transfer beads using tongs and tweezers, showing good control. There are insufficient opportunities for children to climb and balance with control.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children undertake a range of craft activities, and use a variety of textures, equipment and colour to create collages and pictures. However, most craft activities are adult led. They show imagination in the garden area, and when building ships out of lego. They respond well to action rhymes, pretending to be 'sleeping bunnies' and crocodiles. Musical instruments are not accessible. Children are not encouraged to fully extend and explore their imaginative and creative skills independently.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- raise staff's awareness of the different ways that children learn, so that they can plan effectively and use a range of methods, resources, indoor play areas and the outside garden to enable children to make progress
- improve the planning, so that children experience a wider and more challenging range of activities, which encourage them in their all round development, and provide them with greater opportunities to explore and extend their own play
- organise the daily routine and the resources more effectively so that children have more opportunities to select activities independently, initiate their own play and develop their creative skills
- provide greater opportunities for children to access musical toys, programmable toys, apparatus for climbing and balancing at varying heights and mark making for a variety of purposes
- develop opportunities for children to develop a greater awareness of the cultures and beliefs of others and to explore their local environment

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.