

# Sticky Fingers Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	118100
<b>Inspection date</b>	03/08/2011
<b>Inspector</b>	Toni Finkel
<b>Setting address</b>	Bernard Sunley Hall, Greenford Avenue, Hanwell, Hanwell, W7 1AA
<b>Telephone number</b>	020 8566 4606
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Sticky Fingers Day Nursery opened in 1991. It operates from one room in a large scout hall situated in Hanwell, in the London borough of Ealing. There is a secure enclosed outdoor play area. A maximum of 26 children may attend the nursery at any one time. It is open each weekday from 8am to 6pm all year. Children attend the nursery from the local community. There are currently 38 children on roll and the nursery is funded to provide free early education to children aged three and four years. The setting supports children with special education needs and/ or disabilities and who have English as an additional language. There are nine staff working with the children of which eight are appropriately qualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

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Children are happy, confident and enjoy their time at nursery. They play in a stimulating environment where they can choose from a wide range of toys, equipment and activities. Staff know children well and overall meet the individual needs of the children. Most records and documentation are adequately organised; however risk assessments are not fully in place to ensure children's safety at all times. The nursery works in partnership with parents and carers, local schools and outside agencies to develop the quality of care the children receive. Staff have started to evaluate their practice and demonstrate a capacity to sustain continuous improvement.

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

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

- put in place a risk assessment which identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked. 26/08/2011

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

- look at the steps taken to evaluate the provision and make sure that priorities for development are identified and acted on
- improve staff awareness of the need to maintain confidentiality with regard to sharing of information on children's individual learning

- improve the procedures for helping children learn and understand the benefits of good hygiene routines with particular regard to the water bottles and hand washing .

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

Children are effectively safeguarded. Staff have a sound knowledge and understanding of safeguarding issues and are aware of the procedures to follow should they have any concerns. The nursery has systems in place to ensure that adults working with the children are suitable to do so. Policies and procedures are in place to ensure the smooth running of the nursery. However, risk assessments do not always identify potential risks or hazards that children may come into contact with during their time at the nursery and the record does not make it clear when these assessments are completed. For instance the record for daily check of the outside premises was last completed two days prior to the inspection. Staff are suitably deployed, enabling them to support and supervise children appropriately. The nursery has systems in place to enable staff to begin the process of self-evaluation. Parents are included in this process through surveys which are sent out to encourage parental feedback and comments on the nursery provision. Some areas for improvement have been identified but action plans not yet fully implemented.

There are good systems in place for working in partnership with parents and carers. For instance the nursery use notice boards, newsletters and daily feedback to keep parents and carers informed about their children, the Early Years Foundation Stage and the nursery. Parents comment that staff are 'fantastic', 'helpful and friendly', and that they kept them informed of their child's development. Staff have a sound knowledge of the EYFS. Children's starting points are discussed with parents and the staff build effectively on these to promote children's individual learning. Staff keep observations of children's comments, abilities and development and use this to evaluate the next steps for children's development and learning and to inform future planning. However an activity observation sheet contains observations on a number of children. The information is not always separated and therefore information on other children can sometimes be found in other children's folder. This does not ensure confidentiality for the individual children

The nursery is welcoming, displays positive images of diversity which encourages children to learn about the world around them. There are good links with local schools, which aids children's transition from nursery to school and provides opportunities for staff to meet with other early years practitioners. The nursery works with outside agencies to meet the needs of children and is a member of the Preschool Learning Alliance.

The provider was caring for a child outside of the early years age group which their conditions of registration does not permit. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

## **The quality and standards of the early years provision and outcomes for children**

Children have a sound understanding of healthy lifestyles. They learn about healthy eating through activities such as visiting local allotments, growing and caring for vegetables in the nursery garden and picking and eating nursery grown peas. They receive healthy snacks of fruit and water is available to keep them from getting thirsty. However at times children are at risk of cross contamination as they cannot always identify their own water bottle and do not always wash their hands before snack time. Children enjoy fresh air and exercise. There are good opportunities for children's learning to develop further through daily use of the improved outdoor area which can be freely accessed. For instance children are able to learn about risk taking by using tools and show a good knowledge of road safety when role playing outside. Children begin to develop physically for example they learn to ride bikes, dig and climb with skill. Children enjoy their experience of nursery as the learning environment is stimulating, attractive and cosy. It is well labelled and there are posters and photographs on display relevant to the different areas of the hall and garden. Children are able to freely make choices from a well resourced nursery which aids their independence. Children behave well and clearly know what is expected of them and the importance of sharing with friends. They have good listening skills and join in with familiar parts of the story. Children are full of confidence and self-esteem as they share their knowledge and understanding of mini beasts. This is extended through staff's encouragement and praise of children. Children explore and investigate as they mix paints, use magnets, dig in the earth with spades and look through binoculars and magnifying glasses which help them understand the world around them. They enjoy using their imagination and creativity; beating time on musical instruments, singing nursery rhymes, acting out roles and constructing a train from boxes. Visits to local places and nursery topics, such as, holidays develop children's knowledge and understanding of the world. Daily routines help children to build mathematical and problem solving skills; for example children find the relevant number for the date chart and help to set the correct amount of places for meals. They use mathematical language to describe sizes of spiders and shapes made in the sand trough. Children paint pictures of their holidays, make coloured chalk marks and draw letters on the chalkboard building early writing skills.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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