

Sticky Fingers

Inspection report for early years provision

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Inspector Jacqueline Baker

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Type of setting Childcare - Non-Domestic

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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*.

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.

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Description of 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 in south-west London. Facilities include a large hall, kitchen, toilets and nappy changing area. The nursery is open each weekday from 8am to 6pm and operates for 48 weeks a year, excluding public holidays. All children share access to an enclosed outdoor play area at the rear of the hall. A maximum of 32 children under eight years may attend the nursery at any one time. There are currently 32 children aged from 18 months to under five years on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding to provide free early education to children aged three and four years. It supports children who are learning English as an additional language. There are four full-time staff, including the provider, and five part-time staff. Staff have appropriate early years qualifications at level 2 and 3. One member of staff holds Early Years Professional Status. The nursery employs a blend of traditional teaching and Montessori methods to promote children's learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development. The nursery provides a welcoming environment where children feel secure. Staff prioritise children's welfare and are vigilant to their safety at all times. Outstanding partnerships with parents result in excellent continuity of care and help to meet the needs of all children. The nursery generally links effectively with outside agencies and other professionals. The management and staff team use self-evaluation successfully and show a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the range of resources to enable all children to use information and communication technology to support their learning
- develop partnerships with local schools to promote effective continuity and progression for all children.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding procedures and how to keep children safe. They strictly follow policies and procedures, including risk assessments and daily checks to the premises. The nursery has a robust recruitment procedure including appropriate background checks, induction and a trial period of employment. These, together with monitoring and supervision by managers, mean that staff remain suitable for their role.

The dedicated management team are constantly seeking ways to improve outcomes for children. Staff attend training opportunities and share learning with colleagues. This effectively helps to develop the knowledge of all staff and therefore enhances outcomes for children. The self-evaluation process successfully guides the nursery in identifying its strengths and weaknesses. For example, changes to observation and assessment procedures mean that staff effectively monitor children's progress and plan for their individual needs.

Staff value equality and diversity highly. They have a good knowledge of each child's background and needs, which helps them to provide effective support. They successfully promote a nurturing environment where children thrive and learn. The nursery accurately reflects the wider world and both staff and children enjoy learning from each other. For example, children learn to speak French during regular sessions with a visiting teacher and they take part in activities celebrating different cultures and festivals.

Resources are good, fit for purpose and successfully support children's learning and development. However, there are some limitations in resources to support children's skills in technology. Staff are deployed effectively during the day. They are skilled at knowing when and how to interact with children to enhance learning and when to allow self-discovery. Therefore children's progress in relation to their starting points is good.

Partnerships with parents are excellent. They are extremely well-informed about all aspects of their children's achievement, well-being and development. Parents report that staff are extremely receptive to ideas and comments, taking immediate action where necessary. Parents appreciate the warm, welcoming atmosphere that staff create. They feel confident that their children make good progress in their learning and development. Partnerships with outside agencies and other professionals are generally good. Regular contact with the local authority, for example, has a very positive effect on the development of the nursery. Staff are proactive in developing partnerships with local schools although procedures to support children's transition from nursery are not fully effective in all cases.

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

Children enjoy their time at the nursery where they make good progress and generally secure the skills they need for future learning. They play happily making patterns in shaving foam and attempt to write their names in it. This activity

encourages children to develop early writing skills and to investigate different textures and properties. Children readily take jig-saws from the shelf and show impressive concentration levels as they carefully put pieces together. They relish construction activities and demonstrate great dexterity as they fit large interlocking blocks together to form a chair or table. Children develop a good understanding of the natural world as staff make good use of outside spaces. Children grow vegetables and fruits and take pleasure in enjoying these at snack time. Books come alive as staff provide resources to enhance the story of a bear hunt, such as mud and water for children to splash through. This imaginative approach enhances children's enjoyment and stimulates their senses. Children are able to develop some skills to help them learn about information and communication technology although resources to support this are not always readily available. Staff are skilled at observing children. They make good assessments of their abilities and areas for development. Planning reflects the needs of all children, including children learning English as an additional language, and promotes good levels of learning. Children are secure and develop a strong sense of belonging to the nursery. They approach staff readily for a reassuring cuddle or to share their thoughts and ideas. They move around the nursery freely following their own interests. They confidently demonstrate their ballet skills and revel in the opportunity to take part in role play. Children quickly settle into the nursery after separating from parents. They receive effective support by skilled staff and quickly become engrossed in their play and learning. They show a good understanding of how to keep themselves safe. For example, they remind their friends to wear seat belts in the minibus.

Children show a good awareness about what constitutes a healthy lifestyle. They enjoy healthy snacks and meals, including their home-grown fruit and vegetables such as strawberries and tomatoes. They frequently play outside which increases their understanding that taking regular exercise is an important part of a healthy lifestyle. In addition, they enjoy visits from professionals, such as a dentist, to help them learn how to care for their own health.

Children show a good understanding of diversity engaging in a wide range of activities and experiences to help support this. They share and discuss books with staff which celebrating differences and this helps them to gain a respectful awareness of others. Behaviour is generally good. Children receive effective support from skilled staff to quickly resolve any disagreements. They play well independently, becoming active, curious and inquisitive learners. They work alongside others successfully and understand the need to co-operate and resolve situations by themselves.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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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