

Sticky Mits Childcare Centre

Inspection report for early years provision

Unique reference number

EY336961

Inspection date

05/03/2012

Inspector

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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 Mits Childcare Centre registered in 2006. It is a private provision run by LHD Partners Ltd. It operates from several rooms on the second floor of a large building situated within the Waterdale Centre, Doncaster, South Yorkshire. There is an annex where a holiday club operates during school holiday periods. Access to the setting is by either a staircase or lift, with ramps provided for wheel chair users leading up to the entrance of the nursery. The childcare centre is open Monday to Friday from 7am until 6pm all year round except for all public holidays including Christmas and New Year. Children are taken for walks and outings to places of interest within the local community including areas for physical play and exercise.

The provision is registered on the Early Years Register and both parts of the Childcare Register. Care may be provided for a maximum of 114 children under the age of eight years. Of these, 74 may be in the early years age range, including no more than 17 children under the age of two years. Currently there are 113 children on roll in the early years age range. There are 41 children on roll who attend the holiday club. This number includes 12 children who are over the age of eight years. The setting welcomes and supports children who use English as an additional language and/or those who have special educational needs and disabilities.

There are 26 staff employed at the setting including the nursery chef and a cleaner. Of these, 19 staff members hold a recognised childcare qualification at level three or above. Five staff are qualified at level two and are currently working towards level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning based on staff having a secure knowledge and understanding of each child's background and individual needs. The inclusive, well-equipped provision and interesting programme for learning meets the needs of babies and children very well. Most aspects to keep children safe, healthy and well protected are good. Adults are highly committed to working in partnership with parents and others in the wider context, recognising the positive impact to children's achievements and well-being. Owners and managers are ambitious, enthusiastic and driven towards continual improvement and further development.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of the child's admission to the provision, to the seeking of
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any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

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

- improve systems to inform and involve parents in their child's continuous learning and development
- increase staff's awareness of using the wide range of resources to support and extend children's learning.

The effectiveness of leadership and management of the early years provision

Adults who work with the children are suitable to do so because they have been appropriately checked. They access appropriate first aid and safeguarding training and have a range of good procedures in place to make sure children are safe and well protected. They know the action to take if concerns are raised about a child's welfare or well-being. The provision is extremely safe and secure with robust arrangements established if children and adults have to evacuate the building in an emergency. All required policies and procedures are in place and parents are asked to provide their written permission for a number of operational routines. The exception is that although they provide their agreement for children to be taken to the hospital in an emergency, this does not yet include their written consent to the seeking of any necessary medical advice or treatment. This is a specific legal welfare requirement.

Adults provide children with a well-resourced and welcoming environment which is vibrant and conducive to learning. For instance, labels reflect different languages and a superb range of pictures of positive images depict a diverse society. Furniture, resources and equipment are of high quality and expertly organised. Side rooms adjacent to the main play room are skilfully used to promote 'free flow' opportunities and provide different themed learning areas. Although the provision does not have its own outdoor play area, staff have risen to the challenge to ensure children's physical play and outdoor experiences are not compromised. Children have use of the holiday club annexe, are taken out daily into the local community for walks and have use of the outdoor facilities at the nearby children's centre.

Adults confidently use what they know about each child's starting points, capabilities, and interests to guide their planning towards a challenging programme for learning. Children's individual files contain an extensive range of information about each child's learning journey. However, much of this information is not user-friendly for parents to quickly assess the important details and feel informed and involved. High emphasis is placed on fostering positive relationships with parents. For instance, being regularly updated about the settings operational issues and invited to meetings to share information about their child's development and progress. The setting liaises very well with external agencies, service providers and

early years professionals. Adults have faced some challenges with regards to sharing information with other providers of the Early Years Foundation Stage, but remain resolute to do so as and when they can, particularly to support transition arrangements into school settings.

Since the last inspection the provision has been successful in making and sustaining improvements. For example, recommendations raised have been well addressed and the provision has made a number of significant developments towards better outcomes for children. For instance, providing a sensory room and securing improved access to outdoor play facilities. The owners, manager and staff team have high aspirations for the provision. They value accessing training for staff leading to higher qualification levels and networking with other professionals. They actively seek the opinions of parents and children to drive improvement towards their ambitious vision for the future.

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

Children play an active role in their learning, accessing toys and resources at low level to encourage independent choice and decision making. They move confidently between areas showing they are familiar with their surroundings and motivated to explore and be curious. Babies know the special place in the cosy corner where they rest and relax in comfort. Children confidently demonstrate how to wear high visibility jackets and wrist straps to help keep them safe during walks outside. They spontaneously wash their hands before eating and understand the link between 'germs' and 'poorly tummies'. At snack time, older children help to prepare food for everyone, including the babies. When asked what will happen if the babies didn't have any food they say 'their tummies will rumble'. The healthy and nutritious menus include a wide variety of freshly prepared meals and snacks. Children help to prepare for lunch by placing name cards on the table, each child independently finding a set of cutlery from the basket.

Children develop a sense of belonging to the setting by having places to store their personal belongings and pictures are attractively displayed. Staff help children to understand aspects of being responsible for their own personal health and safety. For instance, learning how to handle and use tools correctly. Recently children's attention has been drawn to the building works taking place outside of the setting. Their interest has been inspired through good use of crates, tyres, traffic cones and large construction materials to build with. They wear hard hats, high visibility jackets and gloves to protect themselves and demonstrate high level role play as they 'act out' being builders. However, there are some missed opportunities by staff to fully exploit this learning by use of resources that are readily available.

Many opportunities are present to enable children to play independently or within a group. This helps them learn from their peers and fosters friendships. Social skills are developed as children talk, listen, share and take turns. Children co-operate with others, such as when using the keyboard and mouse at the computer station. The wide range of books includes story and reference books, some aimed at drawing children's attention to the world in which they live. This inspires children

to use books for pleasure and fact finding. Puzzles and games aid children's understanding of simple mathematical operations including problem solving and numeracy. A host of art and craft materials invites children to express themselves and investigate using different techniques. Natural resources inspire children to be curious and investigative. Some are found in baskets for babies to handle and others including sand, water or dry ingredients provided in trays. Plans are in place to develop current aspects of recycling and growing plants as part of an approaching Spring time theme. Children's behaviour is exemplary because they are very well occupied and engaged.

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	2

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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