

Sticky Fingers

710 Hertford Road, Enfield, Middlesex, EN3 6NR

Inspection date	16/07/2013
Previous inspection date	10/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a variety of free-choice activities. They are well supported by staff who join in with their play and exploration.
- Staff are attentive to children's safety and security. Children feel safe at the club.
- Children are well behaved and respond positively to staff's requests and instructions.

It is not yet good because

- Staff do not observe and plan for children effectively in order to guide their future development.
- Staff do not organise activities effectively so that all children are encouraged to be active participants.
- Staff do not organise snack time effectively to encourage children's independence and healthy eating habits.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children taking part in a variety of activities.
- The inspector talked with members of staff and children.
- The inspector interviewed the manager.
- The inspector sampled the documentation, in particular that relating to safeguarding.

Inspector

Jill Nugent

Full Report

Information about the setting

Sticky Fingers registered in 2005. It is privately owned and is managed by the owner. It operates from a church hall in the Freezywater area of the London Borough of Enfield. The club offers out of school care only. It is open every weekday during term-time from 7am to 8.45am for the breakfast club and 3pm to 6pm for the after-school club. It is also open from 8am until 6pm for the holiday club during some school holidays. Children have the use of the ground floor areas of the hall and an adjacent school playground. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently sixty children on roll, of whom four children are in the early years age group. The club employs 15 members of staff. The majority of staff hold suitable childcare qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- establish an effective system of observational assessment in order to effectively plan for children's individual development
- improve the organisation of adult-led activities so that all children can participate fully in active learning experiences.

To further improve the quality of the early years provision the provider should:

- review the organisation of snack times to encourage children to become more independent and to try different healthy foods.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are welcoming and friendly towards all children who attend the club. Children show much interest in the activities on offer and make choices independently. Staff interact sensitively to support children in their choices. They engage children in conversation, for example, when drawing pictures. This encourages children to develop their use of language as they talk with adults about their pictures. Children have opportunities to practise and develop their skills in the key areas of literacy and mathematics when writing words to describe their pictures or playing board games.

Children concentrate well on their chosen tasks. They spend much time adding detail to pictures they have drawn or arranging wooden blocks to create a pattern. Staff support children's play by joining in with them, for instance, in a construction activity or a game of pool. They respond to children's requests for alternative activities, such as a video or a ball game. They explain any adult-led activities carefully so that children understand the rules and the purpose of the activity. This contributes to children enjoying harmonious play in a relaxed atmosphere.

Staff prepare for activities so that they have all the necessary equipment and resources ready. For example, when children have requested a special cooking activity staff ensure they have sufficient bowls, ingredients and food colours. When staff organise a 'hand massage' activity they find a quiet place to lead it. However, staff are not well organised in the actual implementation of their planned activities. Children are often kept waiting for an activity to begin, or a chance to have a turn. Staff often over-direct activities which results in children having limited participation. This impacts on the opportunity for them to be fully involved in interesting hands-on activities.

Staff observe children during their play and are beginning to evaluate their organised activities to ascertain what children have learnt or what skills they have developed. Staff seek the views of the children as to what activities they would like to be included in the planning. This helps them to plan activities that children enjoy and help them develop new skills. However, staff are not fully aware of children's individual developmental needs and consequently are unable to include these effectively in their future activity plans.

The contribution of the early years provision to the well-being of children

Staff provide a range of activities in different play spaces around the hall and also in a quiet room. This enables children to become involved in various types of play or simply to relax. Children develop close relationships with others and enjoy spending time with friends as they talk and play. They feel safe in the setting because there are plenty of adults to whom they can turn if wanting reassurance. They are made aware of potential dangers when walking to the club or over to the school playground. In this way, they learn to assess risks and keep themselves safe.

Staff remind children to wash their hands before eating snacks so that they adopt good hygiene practices. Staff provide a range of snacks, taking into account children's requests and their dietary needs. However, snack times are not well organised. Again, staff tend to over-direct by serving food and pouring drinks for children. This results in children missing opportunities to develop their personal independence. In addition, children are not encouraged to try different foods through making their own choices, therefore becoming more aware of the benefits of healthy eating.

Children know the rules of the club and what is expected of them. They behave responsibly at all times. For example, they line up when asked to do so and sit appropriately on chairs. They take care when playing indoor ball games in order not to

disturb others involved in quieter activities. They enjoy opportunities to take part in physical activities indoors and outdoors. For example, they like to play ball games, which help them to develop better coordination and a sense of space. They also enjoy using the large equipment in the school playground, which encourages them to move and travel in different ways.

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

The manager has effective policies and procedures in place to promote the safeguarding of all children. She ensures that all staff undergo checks to show that they are suitable to work with children. She understands the importance of informing Ofsted of any significant events and follows clear safeguarding procedures. All new staff receive a thorough induction so that they are fully aware of the club's procedures, especially those relating to safeguarding and child protection. Staff are given particular responsibilities at the club to help them work effectively as a team.

Staff carry out daily safety checks to make sure that the play areas continue to be safe for children. They follow strict procedures regarding the collection of children from other schools and make sure that they are well supervised on the way to the club. The manager is attentive to security at the hall and places a member of staff on the door to monitor children, parents and visitors as they come and go. All records relating to children's health and safety are well maintained.

The manager provides parents with detailed information about the club. They receive regular newsletters so that they are kept up to date with current information, for example about staff, activities and outings. Parents are asked to provide information about their children when starting at the club. This helps staff to provide appropriate care and learning opportunities for children. Staff also liaise with other professionals when necessary, for example, they talk with children's teachers to ensure continuity of care at the club.

The manager maintains a high ratio of staff to children. Consequently, children feel well looked after at the club. Staff are deployed so that they can support children in their free choice play, around the main hall and quiet room. Staff respond to children's interests by organising activities at their request, for example, a football game or cooking activity. However, staff do not plan and organise activities effectively and children are often kept waiting with little else to do meanwhile.

The manager is aware of her responsibility to meet the requirements of the Early Years Foundation Stage. She has established a key person system so children receive individual support if necessary. However, she does not yet have an established system of observation and planning in place to help staff guide children's development when opportunities arise. Staff have noted some observations of children but have not yet linked these to learning areas so that they can work out children's next steps in learning and offer appropriate support during activities.

The manager encourages staff to reflect on their practice and to think about areas that need further improvement. She carries out regular staff appraisals to support staff in their professional development. She is committed to the development of a well-qualified team of staff and therefore many staff are working towards national vocational qualifications. The manager continually looks at ways to improve the overall provision for children. For example, she is exploring ways to develop her staff team through team building exercises and to improve staff's observation and planning. This enables her to continually improve the outcomes for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY299061
Local authority	Enfield
Inspection number	923458
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	60
Name of provider	Darlene Ada McClain
Date of previous inspection	10/08/2009
Telephone number	07732 385 075 or 07852 995328

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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