

Sticky Mits Childcare Centre

1-2 Queensgate, DONCASTER, South Yorkshire, DN1 3JN

Inspection date

05/08/2013

Previous inspection date

05/03/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are confident, purposeful learners who make good progress. They enjoy a wide range of learning experiences, particularly outdoors, which are planned by staff that have a good knowledge of each child's interests and next steps of learning.
- Children are safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- All children are welcomed into the caring and bright environment where their personal, social and emotional needs are supported well.
- The nursery is proactive in developing strategies to engage parents in their children's learning and development. This shared approach contributes towards the good progress children make.

It is not yet outstanding because

- There is scope to enhance the already effective key person system by considering the use of a buddy system to support continuity of children's care if the key person is not present.
- The monitoring of the educational programmes for groups of children has yet to be as rigorous as that in place for individual children, to ensure the very highest level of achievement for all children over a sustained period of time.

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 activities in all the rooms including the lunchtime routine.
- The inspector held discussions with the manager, owners and with various staff in each room.
- The inspector looked at children's assessment records, planning documentation, evidence of staff's suitability, and a range of policies and record keeping procedures.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Susan Wilcockson

Full Report

Information about 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. Access to the setting is by either a staircase or lift, with ramps provided for wheelchair 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. There are currently 84 children on roll in the early years age range. The setting welcomes and supports children who use English as an additional language as well as those who have special educational needs and/or disabilities. There are 20 staff employed at the setting including the nursery chef and a cleaner. Of these, 17 staff members hold a recognised childcare qualification at level 3 or above. The manager holds Early Years Professional Status. Two staff are qualified at level 2 and are currently working towards level 3.

What the setting needs to do to improve further

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

- embed the monitoring of the educational programmes process in order to evaluate its impact on specific groups of children's learning and development
- enhance the effective key person system, for example, by developing a buddy system supporting continuity of care for children when their key person is absent.

Inspection judgements

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

Children play, learn and develop in an environment that has a wide range of age-appropriate toys and activities that are easily accessible. These resources support children's learning and development in the prime and specific areas of the Early Years Foundation Stage.

An older baby explores colour through mark making, reciting the colour names to a

member of staff as she asks the child to find specific colours. Older children become aware of the phonetic sounds of the letters in their name as a member of staff encourages them to repeat these while they attempt early letter formation. Children use number to count blocks in constructions and staff incorporate number awareness, for example, by supporting them to count the children going out on a trip. Children have good opportunities to be creative with access to many resources of their choosing. For example, all ages have access to craft materials and musical instruments. Children demonstrate imaginative skills as they use the toy maraca to represent an ice cream, pretending to lick it, commenting 'umm cold'.

A toddler makes links in their environment, playing with the sand and shells. The child confidently speaks with the inspector about a trip to the seaside with their family, talking about the sand and using simple sentences to communicate that the 'bucket at grandma's house'. An older baby picks up a shell and puts it to their ear. A member of staff encourages the child to think by asking what they are able to hear. The open space provided by the nursery enables children to develop physical skills. Older children roll balls to each other and two children use large soft cubes to 'bounce' across the room. Children of all ages have opportunities to develop learning through the regular outings in the outdoor environment. Observations show children developing physical skills through tents and tunnels play at the children centre and playing in the water fountains at the civic centre. Parents comment on these outings with one carer speaking about her grandson's love of the museum through the visits made by the nursery.

Staff know children well because they obtain information from parents and carers about their children's needs, interests and abilities. This is obtained when children start at the nursery and reviewed with parents through the evaluation of the ongoing individual play plans that support children's next steps of learning. Staff support assessment through observations and narratives of children's activity. Children's achievements are consistently tracked against the educational programmes to monitor their progress and ensure that their individual learning and development needs are supported. Staff provide good support for children with special educational needs and the setting's special educational needs coordinator works closely with key persons and parents as well as outside agencies to provide support for children's learning. The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two and include all of the required information for parents and other professionals. The ongoing assessment systems enable staff to accurately assess two-year-old children's development and provide relevant information to aid their progress.

Children in the pre-school are encouraged in their self care and independence which helps develop key skills necessary for the next stage in learning. For example, children are encouraged to put on their shoes and coats when getting ready for a trip outside the nursery into the wider community. At lunchtimes, children help themselves to water from the water fountain and are provided with appropriate cutlery to support their ability to feed themselves.

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

Children form strong attachments through an effective key person system. However, there is an opportunity for the setting to enhance and extend the key person system, through developing a buddy system. This is particularly where part time staff may not be available to speak with parents or carers, or are absent when their key children are present.

Children behave well in the setting and are supported to play cooperatively with their peers. Children receive praise and thanks from staff for kindness shown, for example, as a child fetches a pair of scissors for another child. They are also taught about keeping themselves safe from harm as staff explain the need for carrying scissors safely or as they remind a toddler not to climb onto a chair in case they fall. Children also begin to learn skills about safety in the wider community through the regular outings taken into the neighbourhood. Children's behaviour is supported through consistent strategies. Where a concern with behaviour is identified, staff work closely with parents and carers to provide positive support.

Staff have a good understanding of children's well-being and safety in the nursery. Children learn to be independent and to manage their personal needs. The nursery employs a chef who is also qualified in early years. She provides activities along with healthy meals that support children's awareness of a healthy diet. The nursery does not have an outdoor area. However, the manager and owners are proactive in providing opportunities for children to exercise outdoors. Children have regular opportunities at the local children centre to access their outdoor area along with daily walks taken in the community.

The nursery is well-resourced and changes made by the owners to the large internal space have incorporated areas that support children's needs. For example, a sensory room has been developed adjacent to the baby room, offering a space for quiet times with children. Toddlers have an extended play space within the central area allowing them access to further activities of their choosing. Older children benefit from an environment designed to support their next stage of learning and development with resources offering challenge appropriate to their age. An information, communication and technology area is available along with creative and messy playrooms. Children with English as an additional language are supported through resources, such as visual signs, and staff within the setting speak additional languages to English, offering further support to each child and their family.

Children's transitions are supported through sensitive settling-in sessions that are flexible to meet children's needs. A grandparent comments on the support given to their grandchild during this period and the staff's understanding of the child's needs. Transitions between the different rooms are carried out when the child is ready with discussions taking place between the room seniors. The key person supports the child during these transitions. Assessment information is shared with school when the child is ready to leave the nursery. The nursery also encourages school teachers to visit to meet the child before they leave the provision.

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

Assessment trackers are in place for each child and are updated regularly. This ensures that each individual child's learning and development needs are met and supported. The manager has developed a system for monitoring the educational programmes for groups of children. However, this has only been recently implemented and as such, is not yet embedded into practice. As a result, the impact of this type of overall monitoring has yet to be evaluated, in order to ensure the very highest level of achievement for all children over a sustained period of time.

Self-evaluation is thorough and takes into account the views of staff and parents. A suggestion board has been developed for parents and this enables the manager and owners to give feedback on development areas. Parents comments about the recently held parents evening are positive, indicated through a questionnaire given to them. The manager is reflective of her practice and works closely with the owners to continually improve the provision. The nursery is developing an area specifically for older pre-schoolers as well as extending the opportunities in the wider community, for example, by attending story sessions held in the library for all ages.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the owners, manager and staff and appropriate records are kept to underpin children's safety and welfare. Through discussion staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care following an accident or incident, and the relevant systems to record these are in place. Children's safety is a priority for everyone working in the nursery and closed circuit television is in place to monitor the provision. Risk assessments are thorough and reviewed regularly. Clear policies and procedures are in place and understood and implemented by all staff.

The nursery works closely with the local authority and the manager or special educational needs coordinator have opportunities to attend drop in sessions held by local authority advisers when required. The nursery manager and appropriate staff will attend 'Team Around the Child' meetings. There are strong links forged with the neighbourhood children's centre and the town library. There are effective recruitment systems in place and a thorough induction process for new members of staff. Annual appraisals and supervisions are in place for each staff member. The nursery manager ensures all training needs are met and staff have opportunities to attend additional training to further their own personal development. This means that children are cared for by well-qualified, knowledgeable staff.

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	EY336961
Local authority	Doncaster
Inspection number	924888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	114
Number of children on roll	84
Name of provider	LHD Partners Ltd
Date of previous inspection	05/03/2012
Telephone number	01302 768 002

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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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