

Sticky Fingers Day Nursery

Bernard Sunley Hall, Greenford Avenue, Hanwell, Hanwell, W7 1AA

Inspection date	09/01/2014
Previous inspection date	03/08/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- All the children, including those who have additional needs, make good and in some cases very good progress.
- Adults effectively interact with the children extending their learning through explorative games.
- The play environment is stimulating, welcoming and well organised.
- Partnerships with other agencies and local schools are effective and beneficial to all children.
- The managers participate in children's learning by engaging in games and conversations with children, leading story sessions and observing practise. They are supportive of their team and approachable.

It is not yet outstanding because

- Some of the older and more able children are not fully challenged in their mathematical skills of using numbers in simple calculations.
- Systems are not fully developed to ensure that parents know what their children are learning at any particular time so that they cannot always complement this with home experiences.

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 children at play in a variety of situations both indoors and outside.
- The inspector carried out joined observations with the manager.
- The inspector met with the manager, staff, parents and children.
- The inspector sampled a selection of documentation including the daily risk assessment list.

Inspector

Ileana Shirley-Smith

Full report

Information about the setting

Sticky Fingers Day Nursery registered 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. There are currently 35 children in the early years age group, attending a variety of sessions each week. The nursery is open each weekday from 8am to 6pm, all year round. The nursery receives funding to provide free early years education for three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are seven members of staff working with the children; all of these hold appropriate early years childcare qualifications at level 3.

What the setting needs to do to improve further

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

- develop further activities which promote children's skills in using numbers for a purpose in play, for example by doing simple calculations in games and play
- extend parents participation in their children's learning by regularly informing them of what their children are learning at any particular time, so that home experiences complement the learning that takes place in the nursery.

Inspection judgements

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

Children are happy and constantly busy, enjoying a variety of interesting and stimulating activities. Adults have a good understanding of children's needs and know how to organise the environment so that children are engaged and interested in what they do. As a result, all the children make good progress in their learning and development from their starting points.

Children construct intricate railway tracks and play with trains, learning to collaborate with one another. They use language to negotiate and to explain to peers how the game develops. Other children pretend they use the telephone and the toy laptop computer, communicating with their absent parents or with friends. This shows that children use language with confidence as they communicate and share ideas with each other.

Young children practise their fingers and hand skills in delicate collage work, as they use child-size scissors to cut out small felt pieces. They demonstrate that they already have great dexterity for their age.

Children listen to stories and show good understanding by making relevant comments and asking interesting questions. They learn to recognise their written names on cards in games organised by staff. Children confidently use numbers for counting and begin to recognise numerals to 10. This means that children make good progress towards the early learning goals and are well prepared for school.

However, some of the older and more able children are not always challenged in their use of numbers to carry out simple calculations.

Children who learn to speak English as an additional language make good progress in their learning and development. They listen and participate in stories and play make-believe games in the home corner, giving the children opportunities to practise speaking as they play. Adults learn about children's home languages and organise the environment in such ways as to demonstrate to families that all home languages are valued and important for children's healthy development. Children who have additional needs make consistent progress from their starting points.

Staff have high expectations of all of the children and organise challenging activities to promote their development and learning. Each child is assigned a key person who knows the child's developmental needs, completes comprehensive progress checks for two-year-old children, and who maintains a strong partnership with the child's parents to support the children's care, learning and development.

Staff observe children's interests and abilities, making notes about children's progress in development and learning. They systematically compare children's attainments with their starting points and with national guidelines. These folders are regularly shared with parents so that parents know about their children's progress in learning and development. Parents contribute to planning children's next steps in learning.

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

Children form secure emotional attachments with their key person, which makes them feel safe and happy. This results in children being confident and independent in their explorations. The nursery has clear and well-established routines and children know what is expected of them at all times. Adults model friendly and respectful relationships and, as a result, children are kind towards one another and play well together in the nursery. Adults use consistent strategies and give children clear guidance about how to behave in social situations, how to share resources and take turns. Consequently, children develop good personal and social skills. Children are encouraged to participate in tidying up between sessions, which helps children become independent and develop a sense of responsibility.

Staff give highest priority to the safety of children. They regularly examine all play areas and equipment for safety thus minimising risks of accidents. Staff organise the environment in such a way as to encourage children to assess dangers by themselves and

learn to keep themselves safe. Children learn about road safety and how to safely operate equipment.

Staff teach children about the importance of minimising risks of spreading infections. Children learn to use paper tissues to blow their nose and dispense of these in the waste bin, then wash their hands. Children learn why it is important it is important to wash one's hands regularly so as to, "wash away the germs".

Children lead a healthy life style while in this nursery. They regularly play in the fresh air and enjoy physical exercise daily in their enclosed outdoor space. Here children practise ball skills, climbing and balancing skills. Adults join in games, extending children's development through actions such as climbing the stairs or jumping off the climbing frame.

Children enjoy a balanced diet, with healthy meals freshly prepared on the premises. The adults join children at lunch times, which results in children continuing to develop their social skills, speaking and listening as well as learning to appreciate good, healthy foods. The nursery offers children spaces to relax and be comfortable as well as be active and explore. Younger children who need a sleep, rest in a separate area, in comfort on individual mats.

The nursery organises effective transitions to neighbouring schools, meeting with the teachers and communicating children's needs, so that there is continuity in the educational and care plans for each child.

Children are confident and independent and learn to look after themselves and each other. They learn to appreciate different languages and cultures in the nursery and they are well prepared for the next stage in their lives.

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

The nursery is led by two managers who work extremely well as a team. Both managers work closely with all the staff in the nursery to maintain high standards of provision. They have very good understanding of young children's needs and are confident to lead by example as well as supporting staff in doing their best for the children. Both managers are caring and approachable leaders who prioritise the welfare of the children, families and the welfare of their staff team.

The managers and staff make children's safety a priority. Risk assessment procedures are in place to ensure equipment and play areas are safe from dangers. Adults have good knowledge of safeguarding and are aware of the potential signs which may trigger concerns about a child's welfare. This means that children are protected from harm.

The managers organise regular staff meetings in which staff discuss children's needs and plan activities to further children's learning and development. The managers are present in

the life of the nursery and engage in sessions with the children, which enables them to ensure that the assessment of children's progress is accurate. This results in children making consistently good progress. Assessment systems in the nursery are effective and, as a result, staff successfully identify any additional needs at an early stage. The manager and staff then proceed to organise effective, early, interventions as they collaborate with external professionals. The manager regularly compiles data to form an overview of all the children's progress.

The managers offer a range of continuous support to staff in their work and professional development. They regularly observe play and learning sessions and give feedback to staff to ensure that provision is of the highest standard and that staff continue to drive improvement through their practice. Staff take part in professional development training from which they bring back innovative activities. For example, staff lead a 'bucket game' during which they present children with new and interesting objects, helping to maintain their curiosity in learning.

The managers delegate responsibility involving all the staff team in maintaining high standards of provision. Each member of staff is responsible for developing and enhancing one play area, paying attention to the range and quality of resources. The managers and staff constantly evaluate the provision and plan to develop further. For example, they have initiated new ways to communicate with parents about children's achievements during the day. However, systems for informing parents about what their children are learning at any particular time, are not fully in place. This means that parents cannot always complement children's learning with experiences offered at home.

The managers are proactive in developing a wide range of partnerships with outside agencies. The staff work closely with the local authority and health professionals so that all the children, including those with additional needs, receive strong, cohesive support

The managers and the staff team are ambitious. They reflect on their practice, to evaluate the provision and identify priorities for improvement. They demonstrate that they are able to drive up standards in the quality of the provision to do the best for all the children and families attending.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	118100
Local authority	Ealing
Inspection number	813560
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	35
Name of provider	Ms Tina Booker & Ms Kim Woods Partnership
Date of previous inspection	03/08/2011
Telephone number	020 8566 4606

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

