

# Sticky Fingers Day Nursery



School House, Learning Lane, Whitley, Goole, North Humberside, DN14 0WE

## Inspection date

17 March 2015

Previous inspection date

1 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is consistently good and often outstanding. As a result, children are constantly engaged in high quality, well-planned activities and are motivated to learn.
- All children are very confident and settled in the setting. Staff have created very strong relationships with children and parents. Consequently, children feel safe and secure in their care.
- Children's imaginations are stimulated by staff who understand the importance of creating awe and wonder. As a result, children have lots of ideas and confidently discuss these with their friends and staff.
- The management team guide and mentor staff well. They encourage staff to continuously develop their professional knowledge in order to improve outcomes for children. All staff are qualified, which has a positive impact on children.
- Strong partnerships with local schools have been established. This means children are supported well with the move to school.
- The management team and all staff have a very good understanding of the requirements of the Early Years Foundation Stage. They have established good practices, which are underpinned with comprehensive policies and procedures.

### It is not yet outstanding because:

- There is scope to further promote children's already good self-esteem by valuing their individual creativity more.
- Opportunities to support younger children to adopt continuously good hygiene routines are occasionally missed.

## What the setting needs to do to improve further

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

- enhance opportunities for children to welcome praise for their achievements, for example, by displaying their artwork for children, staff and parents to appreciate
- build on opportunities to support younger children to lead healthy lifestyles, for example, by consistently encouraging them to wash their hands before eating snacks.

### Inspection activities

- The inspector observed children in the three rooms in operation and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and parents.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector sampled parents' and children's questionnaires and took into account the views of parents spoken to on the day.

### Inspector

Laura Hoyland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are enthusiastic and show high levels of concentration as they learn through play. The wide range of activities, carefully planned by staff, allows children freedom to choose learning opportunities and lead their own learning. Staff are close by to build on children's capabilities. Children thoroughly enjoy singing and learning the phonetic sounds of words. They take turns and listen as they play games with their friends, while also showing maturity as they share resources and actively encourage their friends to be involved in their play. These skills are developing well and support children as they move to school. All children are making good progress in their learning and development. This is because staff know them very well and ensure that any gaps in their learning are promptly closed. Parents are fully involved in children's learning. They access their child's development file and contribute to their next steps. This means staff and parents work cooperatively to support children's learning between home and the setting. Children are very confident, and are keen to show their artistic qualities. For example, they serenade the inspector with their impressions of their favourite pop stars. However, opportunities to value children's creative artwork are sometimes missed because staff do not display their creations on the wall, for all children, parents and staff to appreciate.

### **The contribution of the early years provision to the well-being of children is good**

Children are eager to attend the setting and see their friends. Parents feel having the same staff on duty each morning and evening helps children to settle quickly, make strong attachments with their key person and aids their emotional well-being. All staff know children well and understand their individual care needs. Daily diaries are used to communicate children's routines to parents and act as a two-way flow of information. Newsletters and regular parents' evenings also allow parents and staff time to talk about children's care needs as well as their learning and development. Children learn both indoors and outdoors. They enjoy the garden area and especially the mud kitchen where they experiment and engage in critical thinking. They plant conkers, watering them and observing them regularly to see if they have grown. Staff encourage children to be active in order to develop their physical skills. In addition, they help children to follow healthy lifestyles. Children eat nutritious meals. However, occasionally younger children are not supported to wash their hands prior to snack time.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team have a passion to continuously improve practice. They have created clear development plans with achievable targets. The manager monitors the progress of all children closely and mentors all staff to deliver high quality teaching. Staff attend regular training courses, evaluate them and cascade information to their colleagues. As a result, staff are continually evolving their practice positively. All staff are rigorously vetted and suitable to work with children. Safeguarding children is taken very seriously and all staff fully understand their responsibility to protect children from harm.

## Setting details

<b>Unique reference number</b>	400094
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	872173
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	31
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Lynn Angela Awad
<b>Date of previous inspection</b>	1 July 2009
<b>Telephone number</b>	01977 663393

Sticky Fingers Day Nursery was registered in 1998 and is situated in Goole, North Yorkshire. The setting employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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