

Sticky Fingers Day Nursery



Frontline Centre, Lawrence Road, Liverpool, Merseyside, L15 3HA

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|--------------------------|-------------------|
| Inspection date | 19 September 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff talk with the children to develop their speaking skills and they ask questions to encourage children to think. This helps children who have special educational needs and/or disabilities and children who speak English as an additional language, to make good progress in their communication.
- Staff keep parents well informed about children's learning. They share information with them regularly and with other professionals when necessary. This helps support children to make good progress in their learning and development.
- Staff have a good understanding of observing and assessing children's progress. This ensures that activities that they plan meet children's needs and help them achieve their learning outcomes.
- The environment is very stimulating. It has an high-quality open space with defined areas. Staff make the resources readily accessible to children. This promotes choice so they enjoy what they do as they explore independently.

It is not yet outstanding because:

- Staff miss opportunities to find out what new children can already do from parents, to help them identify children's abilities and support their development more effectively from the start.
- On occasions, staff do not organise group activities to take account of children's abilities. This results in some children being less engaged.

What the setting needs to do to improve further

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

- develop ways in which information is gathered from parents more swiftly when children first start to establish their starting points as soon as possible.
- organise group activities more effectively to meet the needs of all children.

Inspection activities

- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning and enjoyment.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children during the inspection at appropriate times and took account of their views.
- The inspector carried out a joint observation on an activity with the manager.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

The manager evaluates the quality of the nursery well and seeks ways to improve. He uses information from children, parents and staff to help decide where improvements are needed. The manager monitors staff performance well. He identifies staff training needs and assesses the impact of training to check that it has helped improve teaching. Good systems are in place to assess children's progress. The data is collated, evaluated and plans are put into place. For example, recent information gathered shows that children throughout the nursery were making less progress in mathematics. This resulted in training sessions and additional resources being purchased. Safeguarding is effective. Staff have a good understanding of child protection. They know what to do should they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their good teaching skills to provide a wide range of learning opportunities for children which they enjoy. Staff encourage children to solve problems, increase their physical skills and to try out new experiences. For example, children explore with sand. They fill tubs with sand, pat it down and discuss how much they need to make it full. In this way, children become independent learners. Children learn about early mathematics. For example, they look at shapes, count and identify numbers around their environment. Children enjoy using their imaginations, such as when they make and serve food in the role-play area.

Personal development, behaviour and welfare are good

The nursery is a warm, welcoming and nurturing environment. Staff give new children emotional support. They take the time to get to know them, acknowledge children's feelings and continually reassure them. This helps children to feel confident and self-assured. Children learn about the importance of healthy living. For example, staff talk to children about what they are eating so they learn about healthy foods and remind them of the importance of carrying out good hygiene procedures. Staff are good role models and prompt children to use good manners. They encourage children to play together and explain about being friends and the importance of teamwork. For example, children work out that if they hold their friend's hands this will help support them to balance as they move their bodies in different ways. Children's behaviour is good.

Outcomes for children are good

Children are making good progress, including those who are in receipt of additional funding. They are motivated to learn new things and engage with staff as they provide them new information. For example, children are intrigued as they discuss the weather. They talk about fog and the need to keep safe. Furthermore, lollipop people visit the nursery to talk about crossing the road safely. This helps children acquire additional knowledge of keeping safe and an awareness of world around them. Children have a good range of skills to support them with the next steps of their learning.

Setting details

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|--------------------------------------------------|-----------------------------------------------------|
| Unique reference number | EY491742 |
| Local authority | Liverpool |
| Inspection number | 1026959 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 20 |
| Number of children on roll | 22 |
| Name of registered person | Imagine If Trust |
| Registered person unique reference number | RP534776 |
| Date of previous inspection | Not applicable |
| Telephone number | 01515221385 |

Sticky Fingers Day Nursery was registered in 2015. The nursery employs 8 members of staff. Of these, seven hold appropriate early years qualifications from level 2 to level 5. One member of staff holds early years teacher status and one holds qualified teacher status. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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