

Sticky Fingers

Bicester Hotel, Akeman Street, Chesterton, Bicester, Oxon OX26 1TE



Inspection date	7 March 2019
Previous inspection date	15 July 2016

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

- The nursery offers a bright, welcoming and stimulating environment. Staff encourage children to be very independent and they have access to a balanced range of easily accessible resources.
- The friendly staff know the children really well. Children form positive attachments to their key person and other staff. They enjoy warm, affectionate relationships with staff and show that they feel safe, secure and happy at the nursery.
- Children make good progress in their learning. Staff prioritise their time well and they give prime consideration to promoting children's learning through play. The high levels of individual attention help to develop children's personal, social, communication and language skills very well.
- The staff have high expectations for behaviour which are appropriate for the different ages of children who attend. They manage behaviour effectively to help children develop an understanding of what is expected from them. Children are happy, kind and friendly, and they are learning to take turns.
- Staff establish positive relationships with parents and with other settings that the children may also attend. They exchange information daily with them about children's activities and care, working effectively with them to support individual children.
- Difficulties in recruiting a suitable deputy mean that the manager has not had sufficient time to conduct more frequent supervision meetings with staff. Monitoring of the practice has lapsed recently. Consequently, the manager acknowledges that staff do not deliver some aspects of daily practice at a consistently good level of quality for children.

What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring the quality of staff practice so that children benefit from teaching that is of consistently good quality.

Inspection activities

- The inspector had a tour of the premises and observed activities taking place indoors and outdoors.
- The inspector sampled documentation, including evidence of staff suitability, policies and procedures and qualification certificates.
- The inspector talked to parents, staff and children at appropriate points in the inspection.
- The inspector completed an observation of an activity with the manager and evaluated this with her.

Inspector

Susan Marriott

Inspection findings

Effectiveness of leadership and management is good

The well-qualified manager is ambitious and communicates high expectations to all. Safeguarding is effective. All staff hold current first-aid qualifications. The manager gives high priority to securing safeguarding training for all staff so that they have the depth of knowledge they need to act in the best interests of children. She uses accurate self-evaluation, including the views of parents, staff and children, to identify and address weaknesses in the provision and she ensures that all statutory requirements are met. The manager takes appropriate and effective action to improve the quality of provision. For example, she is currently seeking to improve the access to the larger outdoor area so that children can readily use this space.

Quality of teaching, learning and assessment is good

Children freely explore their environment. The playroom is clean and brightly decorated with children's work and displays, showing that what children create is valued. Staff tailor the children's learning to meet their needs and interests, using the information gained from regular and precise assessments of children's learning. Children's progress in learning is tracked and appropriate intervention is sought so that no child gets left behind. All staff interact well with children to actively promote their developing language and communication skills. For example, they introduce new vocabulary at opportune moments. As children look at a picture book with a member of staff, she talks about an 'ostrich' and asks whether children think that the bird has wings and what these might be used for. Older children learn that 'miniature' is another word for 'very, very small'. Lively phonics teaching introduces the pre-school children to the letter 'b' and they sing songs such as 'Bring your bat and bring your ball'.

Personal development, behaviour and welfare are good

Children enjoy nutritious food and staff encourage discussion about the healthy properties of the food served. Children enjoy daily access to fresh air in the small outdoor area and have regular opportunities for more vigorous play and exercise in the larger garden. The key-person system works effectively to engage parents in their children's learning. Parents contribute to initial assessments of children's starting points on entry and they learn about their children's progress through daily discussion and parents' evenings. Parents are encouraged to support and share information about their children's learning and development at home. Children learn about people and communities beyond their immediate experience.

Outcomes for children are good

All children, including the most able, progress well from their starting points. They benefit from the small size of the nursery and the caring and attentive staff. Parents value the focus on teaching children good manners and positive behaviours. Children develop into interested and motivated learners. They develop a positive approach to eating healthy foods and they learn about important safety issues, such as sitting rather than kneeling or standing on a chair. Children develop a wide range of skills that prepare them well for school.

Setting details

Unique reference number	EY477685
Local authority	Oxfordshire
Inspection number	10075974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	16
Number of children on roll	21
Name of registered person	Bicester Hotel Ltd
Registered person unique reference number	RP533679
Date of previous inspection	15 July 2016
Telephone number	01869241204 ext 518

Sticky Fingers nursery and creche is run by Bicester Hotel Limited. It re-registered in 2014 due to changes in the company name and number. It operates from ground-floor premises within the hotel complex. The nursery is open all year on weekdays from 8am until 6pm. Five members of childcare staff are employed. Four members of staff hold qualifications at level 3 and the manager holds a qualification at level 6. The nursery receives funding for the provision of free early education for children age two, three and four years.

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.

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.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

