

Sticky Fingers Daycare

Derby Arms, 106 Castle Hill Road, Hindley, Wigan WN2 4BH



Inspection date

4 April 2019

Previous inspection date

13 November 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Although some improvement has been made since the previous inspection, the provider has not taken effective action quickly enough to improve outcomes for children. The setting remains inadequate.
- Recruitment and vetting procedures are not rigorous enough. This compromises children's safety and welfare. The provider has repeatedly failed to ensure that staff are suitable for their role prior to employing them to work directly with the children. This includes obtaining suitable evidence that they hold relevant qualifications.
- Staff who work with pre-school children in particular, do not know children well enough to identify their learning needs.
- Poor assessment and weak planning and teaching in the pre-school and toddler rooms mean children are not interested in mundane activities, which are not matched to their individual learning needs.
- The newly appointed deputy manager is taking a lead role in monitoring staff practice, including the quality of teaching. However, identified weaknesses have not been addressed to target staff training and improve outcomes for children quickly enough.
- Staff know they must provide a summary of each child's progress at age two. However, they do not discuss with parents when this should be completed, to help to support integrated working with other professionals.
- Weaknesses in staff's knowledge of children, mean limited information is shared with parents about their child's development and how parents can support children's learning at home. Furthermore, too little is done to establish what children know and can do on entry.

It has the following strengths

- Children are settled and have some opportunities for independent learning.
- Staff are friendly and warmly welcome children and their families into the setting.
- Children's self-care skills are well promoted.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the recruitment of staff is robust and follows safer recruitment procedures, including maintaining a record of the vetting processes that have been completed	02/05/2019
ensure records are easily accessible at inspection, especially in relation to staff-qualification certificates	02/05/2019
support staff to undertake appropriate training and professional development that improves the quality of teaching	02/05/2019
ensure that all staff complete regular assessments of their key children's progress and use this information to accurately identify children's stage of development and the next steps in their learning	02/05/2019
ensure that teaching reflects the individual needs and interests of each child cared for and provide planned, purposeful and challenging activities that match their age and stage of development, to promote good progress in their learning and development	02/05/2019
improve the information that is gathered and shared with parents; to include information about what children know and can do when they start, how parents can support children's learning at home and encourage parents to contribute to the ongoing assessment of children's progress	02/05/2019
agree with parents when will be the most useful time to provide a summary of their child's progress at age two, to support integrated working with other professionals.	02/05/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out three joint observations with the deputy manager.
- The inspector spoke to the manager and staff at convenient times throughout the inspection. The inspector also spoke briefly to the local authority adviser.
- The inspector held a meeting with the deputy manager and checked the available evidence of the suitability of staff working in the setting and looked at some relevant documentation.
- The inspector spoke to and took account of the views of parents spoken to during the inspection.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Too little regard is given to the statutory requirements and the provider has failed to demonstrate a capacity to make required improvements quickly enough. This means that children's safety and welfare and their learning and development continue to be compromised. Since the last inspection, the provider has recently employed and worked with an early years consultancy service to help to devise a clear action plan. The provider has taken action to minimise specific risks that were previously identified by Ofsted. For example, the radiators within children's playrooms are now covered to help prevent children accessing very hot surfaces. However, the provider continues to have a poor knowledge and understanding of safer recruitment and vetting procedures. At a recent Ofsted visit, it was identified that, required checks had not been completed for newly appointed staff. This included Disclosure and Barring Service and reference checks. At this inspection, the provider was able to demonstrate that these have now been obtained but was unable to provide evidence that staff hold relevant early years qualifications. The quality of teaching remains inadequate. The very newly appointed deputy manager has initiated a review of staff practice, including the quality of teaching. She has accurately identified significant weaknesses particularly in relation to the quality of teaching and learning opportunities for children. However, steps to address underperformance are in the earliest stage and there is little evidence of impact. The deputy manager is knowledgeable, however, administrative demands on her time mean her opportunities to work directly with the children are very limited. Staff are aware of possible indicators of abuse. They have a satisfactory knowledge of how to respond and report concerns, to help protect children.

Quality of teaching, learning and assessment is inadequate

Recent staff changes have had a very negative impact on the provision for children in the pre-school room. Some staff do not know where children are in their learning, or how to plan for the next steps in their learning. Weak planning and poor teaching mean children over two years of age do not receive the support that they need to make progress. Some staff do not understand the developmental stages. This means they have unrealistic expectations. For example, toddlers are asked to sit at the table and decorate a pre-drawn Easter egg picture, using equipment which is too difficult for them to manage. Pre-school children who do not have the dexterity required are asked to use scissors. Consequently, children leave the activity without managing to achieve. In sharp contrast, babies are at times well supported. Some staff in the baby room model language well and engage enthusiastically in planned activities. Babies excitedly explore the contents of a large tray filled with shaving foam. Older babies squeal with delight as they find plastic animals hidden in the foam. Staff encourage them to name and add additional animals to the tray.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised by weaknesses in leadership and management. Partnerships with parents are not effective in promoting children's learning and development. Communication tends to focus on children's care needs. Parents and

carers speak positively and say they speak to staff who tell them about their child's day when they collect them. However, staff's failure to accurately assess children's stages of development and plan effectively for the next step in their learning mean, they are unable to share this important information with parents. Staff do not ask parents when would be the best time to complete their child's progress check at age two, to help to support integrated working with other professionals. Furthermore, staff do not successfully encourage parents to share details of what their child can do when they start at the nursery. This means staff in the baby room record 'starting points' without checking what parents already know about their child's development. Recent staff changes mean some staff do not know children well enough. Despite this, many children show they feel safe as they move confidently. Babies are very settled, they spontaneously seek comfort and reassurance from familiar staff. An increased focus on routines and arrangements for snack and mealtimes mean that children are becoming increasingly independent. With support, toddlers pour their own water. Pre-school children serve their own meals and clear away their plates when they have finished. Staff manage minor disputes effectively, reminding toddlers of the importance of 'kind hands' and 'sharing our toys'. Children have daily opportunities to play and enjoy their time outdoors. Older children recall the story of the three little pigs and use large foam bricks as they pretend to make the plastic playhouse secure from the wolf. Prompted by the children, staff briefly engage in their imaginative play, however, staff engagement is limited and they do not use the opportunity to extend children's learning further.

Outcomes for children are inadequate

Prolonged and persistent weaknesses in the quality of teaching and assessment processes mean that children do not receive the support they need to make good or better progress. Staff are unable to identify gaps in children's development, so do not ensure they receive the support they need. Children are not adequately supported to acquire all the key skills they need in readiness for school.

Setting details

Unique reference number	EY547221
Local authority	Wigan
Inspection number	10102396
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 6
Total number of places	32
Number of children on roll	23
Name of registered person	Pollard, Andrea Jayne
Registered person unique reference number	RP547220
Date of previous inspection	13 November 2018
Telephone number	01942587454

Sticky Fingers Daycare registered in 2017. The nursery employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm.

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.

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