

Inspection of Sticky Faces

Mission Hall, Mission Square, Brentford, Middlesex TW8 0SD

Inspection date: 15 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children learn in this nurturing, welcoming and inclusive environment. The effective key-person system ensures that children settle quickly and form close bonds with staff. This helps children feel safe and secure. There are strong partnerships with parents, enabling them to support their children's learning at home. Staff work effectively as a team to enhance learning opportunities for children. This ensures that all children are making good progress.

Children are happy, behave well and show a positive attitude to their learning. They engage in a range of well-planned activities, which they approach with excitement and curiosity. Staff have high expectations of children. They use daily observations to ensure activities meet the needs of all children, allowing them to become confident and independent learners.

Children with special educational needs and/or disabilities (SEND) receive effective support to allow them to access the curriculum. Children who speak English as an additional language are supported well by staff. Many of the staff team speak children's home languages and can use these to explain activities and help them to understand quickly. Children learn new words and develop their language through listening to stories, singing songs and having conversations with one another. They are becoming effective communicators.

What does the early years setting do well and what does it need to do better?

- The staff work effectively together to plan and further enhance learning opportunities for children. For example, when children show an interest in riding bikes in the garden, staff use cones to develop opportunities for the children to navigate and negotiate space successfully.
- Children demonstrate a positive attitude and high levels of concentration. They enjoy learning and engage in a range of activities. Staff encourage children's curiosity. During a bug hunt activity, staff introduced magnifying glasses and extended children's investigative and communication and language skills to support them in finding bugs in the garden. Children explored where bugs live and discussed why they like it there. This supports children's language development and their knowledge and understanding of the world.
- Children respond well to nursery routines and have plenty of opportunities for larger group sessions and small focused activity times. However, larger group sessions do not always allow children with additional needs the space that they need to fully access the learning intention.
- Children enjoy the healthy meals and snacks. Staff sit with children while they eat, making this a social experience and providing opportunities for discussions around healthy choices. Children serve themselves and staff model how to use

cutlery appropriately. This supports children to be independent. Staff show awareness of sun safety. They discuss the importance of using sun cream and wearing hats with children before they play outside on sunny days. This develops children's knowledge and understanding of how to keep safe.

- Children demonstrate that they are emotionally secure in their environment. Staff support this well through using emotion cards, visual timetables and a specialist sensory room.
- Leaders and managers work closely together to lead the provision. They understand the strengths and weaknesses of the nursery and have a clear vision of how they want to improve. They reflect on practice and ensure that they meet the needs of the staff and children. Staff report good levels of well-being and feel supported by managers and leaders.
- Strong partnerships with parents and external agencies ensure positive learning outcomes for children, in particular those with additional needs. Parents are happy with the communication they receive. This comes through daily contact, parents' meetings and observations communicated electronically. Parents discuss that they are happy and feel fully involved in their children's learning.
- Parents of children with SEND feel extremely supported by this highly skilled team. They discuss the progress their children have made since starting nursery. Staff successfully implement strategies to support children's learning. This ensures that children are prepared for the next stages of learning.
- Children have access to all the areas of learning through well-planned activities indoors and outdoors. They learn a range of different sounds to support their reading. Children enjoy looking at books and listening to stories, which introduces them to new words and extends their vocabulary. The strong focus on the development of children's small- and large-muscle skills supports their next steps in writing.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of when a child may be at risk of harm. They understand the procedures they should follow if they have concerns about a child or a member of staff. Important safeguarding information is displayed for parents and staff as a constant reminder of the procedures to be followed. Staff receive regular training so they can keep their knowledge up to date. Staff carry out regular risk assessments across the nursery to ensure hazards are removed or minimised. Staff are trained in paediatric first aid and follow correct procedures in response to accidents.

What does the setting need to do to improve?

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

- develop further strategies to engage children in larger group sessions to maximise all areas of the nursery effectively.

Setting details

Unique reference number	2527512
Local authority	Hounslow
Inspection number	10208349
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 at time of inspection	2 to 4
Total number of places	25
Number of children on roll	41
Name of registered person	Sticky Faces Ltd
Registered person unique reference number	2527511
Telephone number	02080610329
Date of previous inspection	Not applicable

Information about this early years setting

Sticky Faces Ltd registered in 2019. It is situated in the London Borough of Hounslow. The nursery operates from Monday to Friday, 8am to 5pm, during term time, and from Monday to Friday, 9am to 4pm, during school holidays. The nursery is closed for various weeks for Christmas, Easter and summer. The provider employs nine members of staff. Of these, one holds qualified teacher status and five hold childcare qualifications at level 2 and above. The provision offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed safety of the premises.
- The manager and the inspector completed a learning walk to discuss what they want children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out general observations of children and staff, indoors and outdoors.
- The inspector carried out a joint observation of a staff member with the manager.
- The inspector spoke to a range of parents to seek their views on the nursery and reviewed written feedback.
- The inspector observed care practices, including nappy changing, snack time and lunchtime.
- The inspector met with the manager and the nominated individual at the leadership and management meeting.
- The inspector gave feedback to the manager, the nominated individual and the local authority adviser.
- The inspector looked at a range of documents, including Disclosure and Barring Service checks, first-aid certificates, staff training logs and the minutes of parents' meetings.
- The inspector discussed with the manager the procedures for recording and evaluating accidents and recruiting and inducting staff.

We carried out this inspection 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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