

# Inspection of Sticky Fingers Nursery

Whitebushes Village Hall, Masons Bridge Road, Redhill, Surrey RH1 5LE

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Inspection date: 14 July 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children are not safeguarded effectively. There are significant weaknesses in risk assessments and safeguarding practices. Several hazards are not identified or addressed. Staff's knowledge of the safeguarding procedures they must follow is inconsistent. This puts children at risk of harm.

The provider has not provided ongoing supervision meetings for those with management responsibility. This means that the manager has been unable to foster a culture of mutual support, teamwork and continuous improvement.

The key-person approach is ineffective. Children's key persons do not tailor children's learning experiences effectively to support their individual needs. Younger children do not receive quality interactions to support them with their next steps for learning. For example, when coming over to an adult-led activity, children are ignored, and as a result, they walk off unengaged. This means that children are unable to access quality learning experiences to promote positive behaviour and attitudes. Children do not benefit from a curriculum that consistently places them at the centre of their learning. For example, at lunchtime, staff put lunch bags on tables, open these and the food inside, and put it out for children to eat. This does not promote a culture of independence or support children to do things for themselves. However, there are times when children are engaged and motivated to learn, such as when preparing a fruit salad for snack time.

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

- The provider has failed to ensure staff understand and are confident to fulfil their roles and responsibilities. For example, staff fail to communicate effectively to each other, and the manager does not have time to lead, support and mentor staff as she is included in the ratio. This has resulted in a poor quality of teaching, and staff have poor regard for their safeguarding responsibilities, which jeopardises children's safety.
- Communication regarding information from parents is not strong. There are no processes for sharing or acting on important information that parents share with staff when they drop off children. For example, staff ask on arrival if children are wearing sun cream. However, when parents mention that they are not, this message is not passed on or acted upon. This means that children's safety is compromised.
- The quality of education is inconsistent. Some staff extend learning effectively through a range of questioning and techniques to support children to make good progress. However, other staff do not engage well with children, which has an impact on children's behaviour and attitudes towards learning. In addition, during story time, children wander off and sing and chatter to themselves,

paying no attention. This means that staff are not meeting the needs of children or providing good-quality teaching which is supportive of children's development.

- Parents speak positively about their children's time at nursery. They are happy and grateful for the help the staff have given them. Parents feel well informed about their children's learning.
- Staff work closely with other agencies to provide consistent support for children with special educational needs and/or disabilities (SEND). However, targeted strategies are not swiftly put into practice, meaning that this has an impact on the amount of progress children with SEND make.
- A daily record of the names of children being cared for and their hours of attendance is not consistently kept up to date. This means that should there be an emergency, there is no accurate record in place for the total number of children on the premises.
- Children's health and well-being are put at risk due to poor staff practices and ineffective procedures. For example, children spend an hour outdoors in very hot weather, with very little shade to protect them from the heat. Children's health is further jeopardised because fresh drinking water is not always available for them outside. At lunchtime, despite a healthy lunch policy, many lunch boxes do not reflect this. This was acknowledged by the manager at the inspection. She identified that she needs to hold conversations and provide more information for parents to provide healthy lunches.
- The deployment of staff does not always ensure children's safety. Staff do not communicate when they are leaving one room to go to another, meaning that on occasion, three staff members have left the room, leaving one behind. This means that there are occasions throughout the day when children's development and safety are not being adequately supported due to ineffective staff communication.
- The provider has not ensured that required documentation and records relating to complaints and the setting's response are available for inspection as required.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The manager and staff do not have sufficient knowledge and understanding of safeguarding and child protection matters. Some staff are able to recognise when children are at risk of abuse and know how to report this. However, there are staff who are not clear about making referrals to the relevant local authority agency in the absence of their designated safeguarding lead. Staff do not have a clear understanding of different types of safeguarding issues, in particular the 'Prevent' duty. This means concerns about children may not be identified swiftly. The provider ensures that all staff working with the children have a suitable Disclosure and Barring Service check.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
take action to ensure staff have an up-to-date knowledge and understanding of their roles to safeguard children, are confident in all signs and indicators of abuse, and are aware of the external reporting procedures	22/07/2022
implement a curriculum which is ambitious and provides children with challenging learning experiences to help them make progress	22/07/2022
ensure the key person tailors learning experiences to meet children's individual needs	22/07/2022
ensure that the supervision and training of staff, including the manager, are effective in raising the quality of teaching and ensuring the smooth running of the nursery	22/07/2022
ensure the daily record of attendance contains the names of the children being cared for on the premises and their actual hours of attendance	22/07/2022
ensure that all documentation is available and accessible for inspection	22/07/2022
ensure messages are accurately passed on to all staff, including the manager, to support partnership with parents and the welfare of children	22/07/2022
ensure that children are supervised effectively at all times to meet their individual needs and keep them safe.	22/07/2022

## Setting details

<b>Unique reference number</b>	EY482562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228949
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	de Montaye, Cameron Riley Leigh
<b>Registered person unique reference number</b>	RP905883
<b>Telephone number</b>	
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

Sticky Fingers Nursery re-registered in 2014. It operates in Whitebushes, near Redhill, Surrey. The nursery is open between 8am and 4pm each weekday during term time. The setting employs six staff, three of whom hold appropriate level 3 early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Natalie Atkins

### 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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector observed interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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