

# Inspection of Sticky Fingers Nursery

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

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Inspection date:

17 January 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Children are warmly welcomed at this small and friendly setting. Children settle quickly to explore the toys and activities. Adults join in with children, showing genuine interest in what they are doing. For example, children enjoy exploring coloured water in a tray, using different-sized containers and utensils alongside adults. Children are happy and safe. They know the routines of the setting well. Adults remind children to use their 'listening ears' and children immediately show they are listening to a story. Adults support children's language development. They explain that they are going to make dinosaur fossils and what these are. Children delight in exploring them with flour and water. However, adults do not always use information about children to plan activities to support them to make all of the progress they are capable of. Consequently, at times, children are not as focused and engaged in learning as they could be.

Children are given some choices about what they want to do and play with. They enjoy spreading their own butter onto their crackers at snack time and suggesting ideas for the next day. Adults encourage children's thinking skills by posing questions and challenges. For example, they ask children how they could build a bridge for the 'Billy Goats Gruff'. Children enjoy finding resources outside to build this together. Adults support children's language skills. They encourage children to explore the ice on the grass outside, saying 'crunchy, crunchy, crunchy' with each step.

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

- Adults encourage children to play together. They use imaginative ways to entice children to some activities. For example, children received a 'special' phone call asking them to make a bridge for the Billy Goats Gruff. Children excitedly collect pretend bricks to take outside to make it. Adults focus on developing children's counting skills. They explore activities together, such as counting coloured bears.
- Adults provide a comfortable book space and range of books for children to explore independently. They encourage children to talk about their favourite stories. Children excitedly respond with 'The Gruffalo!' Adults complete assessments of children's progress and know what they want them to learn. However, not all staff consistently use this information well enough to plan activities that build on their existing skills and support their next steps. At times, this impacts on their behaviour and interest.
- Parents talk highly of the progress their children have made, such as in their confidence, language and counting. They state that they have seen recent improvements in the setting. They talk of the effective ways they communicate with the setting. However, not all parents know how to help their children with their learning at home and were not aware of the ways that they could support

this.

- Adults speak highly of the support they receive from the manager and each other. They talk about the 'well-being kits' they receive and the regular supervision opportunities they have. They are positive about the future of the setting and are reflective of their current practice. For example, they are developing a focus on using open-ended questions with children and have these displayed on tables to support them.
- Adults have worked hard to consider the environment they provide for children. For example, they have developed an art area for children and have plans to develop opportunities for sand and water. They plan some interesting activities with the children, such as exploding volcanoes for the following day. However, at times, children do not have enough choice, particularly in the outdoor play space, and do not benefit from a rich and stimulating learning environment.
- Adults support children to keep themselves safe. For example, the previous day, they had undertaken a fire evacuation practice and children knew what to do to keep themselves safe. Children wash their own hands and know how to keep themselves safe in the garden, such as not going beyond the fence when they play.
- Adults celebrate children's achievements. They use praise to support children's self-esteem and confidence. For example, they excitedly share with other adults and children, when children have come up with good ideas and they encourage children to solve problems together. Adults encourage children to use good manners and to listen to each other.
- Leaders and managers are passionate about developing practice and the provision. They have a strong vision for the future of the setting. They have put in place a range of improvement measures such as staff training, and new initiatives such as adapting planning. They are proactive in working with the local authority. However, although improvements have been made, staff's knowledge and skills are not yet sufficiently developed to ensure children have consistent access to high-quality practice and provision especially outside.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are secure and safe. Adults undertake daily risk assessments to ensure risks and hazards are identified and minimised. Adults' safeguarding knowledge has been significantly enhanced. They can explain confidently signs and symptoms of abuse and where they would go to access further advice and support. Adults are confident to explain the processes and procedures if they have concerns about a colleague or if an allegation was made against them. Leaders and managers have robust systems in place for the supervision and monitoring of staff and safer recruitment to ensure all of those working with children are suitable.

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

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

- support all staff to use assessment information about individual children to plan activities that support their next steps more closely and help them gain the skills and knowledge that they need to learn next
- improve the organisation of the learning environment so that children have access to a wider choice of high-quality opportunities to support their learning and development, particularly outdoors
- ensure all parents are aware of the opportunities they have to support their children's learning at home and the ways that they can do this
- focus and embed training and ongoing continuing professional development opportunities more specifically to ensure staff further raise the quality of practice and their own knowledge and skills to support children's learning most effectively.

## Setting details

<b>Unique reference number</b>	EY482562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10250243
<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>	4
<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>	14 July 2022

## 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 four staff, three of whom hold appropriate 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

Victoria Salisbury

## Inspection activities

- The inspector discussed any continued 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 the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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