

Inspection of Sticky Fingers Day Nursery

Frontline Centre, Lawrence Road, Liverpool, Merseyside L15 3HA

Inspection date: 21 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Friendly staff welcome children into this large open-plan space. There are defined areas with age-appropriate resources to invite and excite learning. The setting benefits from a secure roof garden, which allows the children to view the world as it passes by below. Besides the usual outdoor resources, the children are presented with unique learning experiences. They spend their time watching construction workers and are able to learn new language to identify the equipment. Children count different-coloured cars and discuss the variety of vehicles on the road. Every day they are provided with a different view of the world and the opportunity to extend their knowledge and understanding of real life.

Children have access to a separate sensory room. Soft-play resources, gentle sounds and coloured lights help them to develop and engage their senses. Here, they learn to understand the physical response to the emotions they feel. This supports children to develop resilience and manage their own thoughts and behaviour.

This setting is in a multicultural area and the manager ensures that equality, diversity and inclusion are a priority. Staff regularly take children out into the wider community. This helps children to celebrate and understand different cultures.

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

- The manager has a clear vision for this setting, which is shared by the whole staff team. There is a planned curriculum overview, which is used to inform provision and practice. This is then adapted in line with the interests and developmental needs of each child. This ensures that all children, including those with special educational needs and/or disabilities are making good progress.
- There is a clear focus on communication and language development at this setting. This is delivered through a language-rich environment with lots of opportunities for children to engage in conversation, rhymes and song. The team helps support communication and language by introducing new vocabulary at every opportunity. Staff repeat words and extend sentences using descriptive language to progress children's learning. Sometimes, staff ask questions but do not wait long enough for children to process these and respond, to further develop their thinking skills.
- On occasion, some children may need further support with their communication and language. The manager has enabled staff to attend specialist training in this area. As a result, they are creating a communication resource box of strategies learned. This is to be shared among the whole team to enable them to skilfully use a number of verbal and non-verbal strategies to support these children.

- There are a high number of children at this setting who speak English as an additional language. Staff have access to keywords from other languages to support those who speak English as an additional language. This supports and celebrates children from India (speaking Urdu), Pakistan, Turkey and Syria while promoting diversity. The setting places a strong emphasis on inclusion.
- Staff are clear about the starting points of each child. As a result, they are able to adapt the learning process to match their individual needs and interests. They deliver a 'Ready Steady School' programme to ensure children are ready for their future learning at school. Staff have high expectations for the children at this setting and encourage them to be independent. On occasion, staff are too quick to assist children who would be capable of doing things for themselves if allowed the time. This limits children's ability to practise those skills.
- Staff are extremely nurturing and treat children with kindness and respect. They listen to the views of children and often encourage them to make their own decisions. Children are given a choice of books at story time. They vote by placing a small construction block on the cover of their favourite book. The blocks are then counted. Staff explain to the children that the highest total means more people want to hear that story. Children clearly have a voice at this setting.
- Regular supervision of staff enables the team to be aware of their roles and responsibilities. This also allows the manager to identify training needs and support staff progression. As a result, updated training around language and communication has been accessed by staff. The team use this new knowledge to improve their daily interactions with the children.

Safeguarding

The arrangements for safeguarding are effective.

The whole staff team are well trained in safeguarding issues. They can demonstrate their knowledge and understanding regarding potential signs and indicators of possible child abuse. Regular team meetings ensure that staff remain confident and competent in this area. All staff hold paediatric first-aid qualifications. A number of staff members have had further training in using an adrenaline auto-injector. The manager ensures there are suitable policies and risk assessments in place. These are routinely reviewed. Staff practise the evacuation procedure with children on a regular basis as this setting is situated on the first floor. Weekly fire detection equipment checks take place.

What does the setting need to do to improve?

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

- allow children the space and time to take advantage of available learning opportunities before stepping in to support them.

Setting details

Unique reference number	EY491742
Local authority	Liverpool
Inspection number	10280442
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	36
Name of registered person	Imagine If Trust
Registered person unique reference number	RP534776
Telephone number	01515221385
Date of previous inspection	19 September 2017

Information about this early years setting

Sticky Fingers Day Nursery was registered in 2015. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications from level 3 to level 6. One member of staff holds early years teacher status. The nursery opens from Monday to Friday, term time only. Opening hours are 8.30am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Masterson

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 undertook a tour of the premises and spoke to staff, children and parents.
- The inspector observed activities and the quality of teaching.
- The inspector held a leadership and management meeting.
- The suitability and qualifications of the staff were checked.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023