

Inspection of Sticky Fingers Early Years Ltd

Houchin Memorial Hall, The Scouts' Hut, St John Church, Church Lane, LOUGHTON, Essex IG10 1PD

Inspection date:

15 May 2023

Overall effectiveness

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 form positive relationships with staff. They are warmly welcomed by staff as they separate from their parents. Staff know the children well and plan activities that the children like to do. Children quickly become absorbed in stretching and rolling play dough to make 'pizzas'. Staff, in the main, talk to children and show genuine interest in what they say and do. Children happily play with their friends. They build houses for the toy animals, carefully stacking blocks to make the arches and walls of their homes. Staff help children to be thoughtful and kind to one another. Children recall previous learning as they talk about the changing colours of leaves during the seasons while painting pictures of trees. Children instinctively know that they need to put their paintings on the drying rack. However, opportunities for children to develop important independence skills are not always maximised.

Leaders have worked to make the required improvements following the last inspection. Staff and leaders have a sound knowledge and understanding of safeguarding. This helps to keep children safe. However, on occasion, the manager does not have sufficient staff to deploy effectively, which means that the quality of care and education is not consistently good.

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

- Since the last inspection, the manager has a clear plan for taking the setting forward and is positive in her approach to the challenges and changes that the setting has faced. She is making improvements and supporting practice and provision. She effectively engages with support from the local authority. However, changes are yet to be fully embedded to have the most positive impact on the quality of teaching and learning that children receive.
- Children confidently help themselves to resources. However, not all staff provide consistent support for children to develop independence skills. Children are not always given enough opportunity to do things for themselves. For example, they are not given enough encouragement to do simple tasks that they could manage themselves, such as cutting up their own snack or putting on aprons before painting.
- Although the manager ensures that the staff meet the required ratios, there are times when children's needs are not well met as there are insufficient staff to support children and complete the number of tasks. At times, staff find it difficult to help children with toileting, clearing away after lunch, and opening the doors to parents. Additionally, staff do not take children's learning needs into consideration when organising the daily routine. Younger children become upset when staff decide which children are going for a walk. Not all children get the help that they need to practise new skills or to support their emotional well-

being.

- Staff support children to develop their communication and language skills well. They provide opportunities for children to hear and practise new words. Staff ask children questions, which encourages them to think. Children explore textures and say that the play dough is 'sticky'. Staff ask children to think about what they can add to the sticky dough to improve it. Children respond with different ideas and agree that they need to add more flour.
- Children behave well. Staff teach children to 'use their kind hands' as they play alongside their friends. Older children show kindness to young children and make space so they can draw beside them.
- Staff support children with special educational needs and/or disabilities (SEND). They work closely with other professionals and families to ensure that children with SEND make some progress.
- Children are learning to develop their understanding of mathematical concepts. Staff support children to count and recognise shapes before putting them into the correct box. Older children enjoy simple addition and subtraction activities when using different objects.
- Staff have established good relationships with parents. They regularly share information with parents about their children's day. However, staff do not consistently share ideas with parents about how they can enhance their children's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to keep children safe. Staff have a good understanding of procedures to follow if they are concerned about a child's welfare. The manager follows the correct procedure if there are allegations made against staff. The environment is risk assessed throughout the day and the premises are safe and secure. Leaders and the manager follow clear recruitment procedures. They make checks on new and existing staff to ensure that they are, and remain, suitable to work with children. Risk assessments are effective, and appropriate steps are taken to minimise hazards to children.

What does the setting need to do to improve?

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

- increase opportunities for children to develop independence and self-care skills, and complete simple tasks for themselves
- review how staff are deployed to meet children's needs, especially at mealtimes and during busy transition periods in the day
- strengthen arrangements for sharing information with parents to ensure that

they are well informed about their child's development and understand how they can enhance their children's learning further at home.

Setting details

Unique reference number	2680782
Local authority	Essex
Inspection number	10266610
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	23
Name of registered person	Sticky Fingers Early Years Ltd
Registered person unique reference number	2680781
Telephone number	07580207822
Date of previous inspection	15 November 2022

Information about this early years setting

Sticky Fingers Early Years Ltd registered in 2022 and is based in Loughton, Essex. The setting operates during term time only from 9am until 2pm, Monday to Friday. Five members of staff work with the children. Of these, two hold appropriate early years qualifications at level 3. The setting is registered to provide funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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 observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of 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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