

# Inspection of Sticky Fingers Day Nursery

Bernard Sunley Hall, Greenford Avenue, Hanwell, Hanwell W7 1AA

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Inspection date: 26 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Staff welcome children as they enter the nursery. Children settle quickly and greet their friends as they arrive. Children eagerly understand the morning routine as they independently engage in self-chosen activities. Children enthusiastically explore the environment and eagerly work together to build in the construction area. Children are confident to approach staff for help if needed. Staff offer praise for their accomplishments, which raises children's self-esteem. The curriculum provided offers challenge and stimulates the interests of children. Children are keen to get involved in the activities on offer, and staff support their positive attitudes to learning well.

All children behave well. They learn to take turns and share the resources. Children learn to identify and manage their feelings with sensitive support from staff. Children have good opportunities to develop their physical skills. For example, they eagerly join in activities to develop their large muscles as they run and chase and balance on equipment. Children are confident and are motivated to learn. For example, during carpet time, they eagerly explain the rules to each other as they select different pictures that rhyme to their pot. This supports children's understanding of early reading skills.

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

- The managers and staff have designed a well-sequenced curriculum, with a particular focus on what children need to learn next through their interests. Staff know children well and understand what they are working towards. All children, including those with special educational needs and/or disabilities (SEND) and children with English as an additional language, make good progress from their starting points.
- The special educational needs coordinator (SENCo) has a good knowledge of children and gives good support to staff to provide targeted plans for children. Staff work closely with parents and other professionals to ensure that children with SEND are well supported.
- Children confidently use mathematical language in their play. They accurately count how many minibeasts they find, and how many more bricks they need for their castle. Staff talk to the children about the shape and size of different minibeasts children find. Staff encourage children to read numbers on the scale to check the correct measurements during a cooking activity. This supports children's understanding of early mathematical concepts, and prepares them for the next stage in their learning.
- Staff provide effective support to help children to interact and develop their communication and language. For example, children enjoy activities to support their listening skills and eagerly follow instructions. Children confidently find

pictures that rhyme. Staff introduce descriptive words and clear language during activities. For example, staff introduce new words, such as 'hydrate', as children are talking about the importance of drinking lots of water on a warm day.

- Staff have created an environment where children can explore a variety of exciting activities. Children are becoming curious and inquisitive learners. Staff know what they want children to learn, and support children's development well through spontaneous learning opportunities. Occasionally, however, staff do not consistently use this knowledge during their interactions to respond quickly to secure new learning, when children show an interest in activities.
- Partnership with parents is strong. Parents speak highly of the nursery and comment that the staff team are nurturing, compassionate and that their children thrive in a safe environment. Good communication ensures that parents know what their children can do, what they will be learning next and how to support their learning at home.
- The managers work well together and are strong motivational leaders. As a management team they have sound understanding of how to make improvements in the nursery for children. They identify areas to improve further and celebrates the staff's strengths to improve practice to benefit children. Staff speak very highly of how the management supports their professional development. They receive regular supervision and training. They feel supported in their role.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff demonstrate good knowledge of the signs and symptoms which could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff have a clear understanding of the procedure to follow if they have concerns about the conduct of a colleague. The managers completes regular checks to ensure the ongoing suitability of staff working with children. The nursery is routinely checked to ensure the safety of children.

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

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

- continue to support staff to understand what individual children need to learn as they follow their interest, to extend their learning even further.

## Setting details

<b>Unique reference number</b>	118100
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10289115
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Ms Tina Booker & Ms Kim Woods Partnership
<b>Registered person unique reference number</b>	RP523558
<b>Telephone number</b>	020 8566 4606
<b>Date of previous inspection</b>	13 November 2017

## Information about this early years setting

Sticky Fingers Day Nursery registered in 1991 and is situated in Hanwell, in the London Borough of Ealing. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery receives funding to provide free early years education for children aged two, three and four years. There are eight members of staff working with the children, of whom seven hold appropriate early years childcare qualifications at level 3, and one is unqualified.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account their evaluation of the setting.
- The managers joined the inspector on a learning walk and talked about the nursery's curriculum and what they want children to learn.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the managers.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector key documentation on request including staff suitability and first-aid qualifications.

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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