

# Inspection of Sticky Fingers Worthing Limited

Sticky Fingers Nursery, Unit 1 67 Victoria Road, Worthing BN11 1UN

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Inspection date:

28 November 2023

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## **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

Not applicable

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

### **The provision requires improvement**

Children settle quickly at the nursery and build effective bonds with staff. However, sometimes, staff are not completely aware of children's routines and habits. In addition, staff do not consistently support children's awareness of respect and dignity. This does not fully support children's needs. Children sit together and share books, one reading to the other. They turn the pages and show clear cooperation. Babies enjoy touching the different textures within the pages of a book and listen intently to the words of the story being read by staff. Sometimes, staff do not use the correct pronunciation of words to strengthen children's language skills.

Leaders understand how to plan an environment that is conducive to children's learning and development. Due to the lack of a stable staff team, practice is sometimes inconsistent. However, children demonstrate skills they have learned, such as when they independently pour water from the jug into their named cup. They are confident to ask for support, which staff give willingly, enabling children to follow what they would like to do. Children receive guidance from staff about their behaviour. Staff remind children to use 'walking feet' while they are indoors. Children help to care for their environment and help to tidy away toys. Staff ask children to tidy away three things, making this a manageable and achievable task.

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

- The management team works hard to do the best it can in sometimes difficult circumstances. There have been several staff changes and absences, which have led to inconsistencies in the organisation and quality of care and education. Managers spend time sourcing staff, and other aspects of day-to-day tasks are not always efficient. However, managers understand how to assess staff's teaching skills and the ways in which they can improve practice.
- The managers and staff gain information from parents and carers about their child's development and care needs. However, staff do not fully apprise themselves of the detail contained in children's information records. This means that, sometimes, they are not fully aware of children's daily routines and preferences to fully meet their needs.
- Staff are not fully aware of what key persons want children to learn next, which is partly due to current inconsistencies in staffing. This means that staff are unable to make the most of their interactions with children, to build on their learning and embed new skills.
- Children have first-hand experiences, such as learning about farm animals through a planned visit. They learn about being safe around animals, including how to walk slowly when near the donkey. They stroke the donkey gently, watching with intrigue as he nibbles on a carrot.
- Children enjoy singing sessions and story times. They vote for the next choice of

song or book, building children's awareness of democracy. Children join in with the actions to the well-known songs and rhymes, building their vocabulary. However, staff sometimes use the incorrect pronunciation of words, which children then copy. This does not help children to learn and use correct pronunciation.

- Leaders model effective practice when changing nappies, gaining children's consent and showing children dignity. However, staff do not consistently follow this lead, which does not successfully teach children about respect and privacy.
- Children enjoy using their imaginations. They like to dress up as different characters and also to care for their babies. Children take the babies for a walk in the pushchair and make sure they are warm and comfortable. This helps children to build relationships with their friends and learn to care for others.
- Staff build successful relationships with parents and share information about their children's activities on a daily basis. Parents comment that they can see their children developing skills, such as their understanding of literacy and the alphabet. Staff work with other professionals, including those at other early years settings children also attend, to enable a regular exchange of information.
- Staff work with other professionals when supporting children with special educational needs and/or disabilities. This enables early diagnosis, as well as support plans to be implemented without delay. Staff use additional funding children receive successfully and specifically to enhance the outcomes for individuals.

## Safeguarding

The arrangements for safeguarding are effective.

The provider practices safer recruitment to make sure that staff are and continue to be suitable to work with children. Staff understand their role and responsibilities in relation to safeguarding. They access training and online courses to support and update their knowledge. Staff are aware of differing cultural practices and the indicators of this that may cause concern. Children develop a clear understanding of online safety. They talk about how they can use the tablet under direct supervision to complete research and talk about how to locate the information they need safely.

## 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>
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improve the staffing arrangements to meet the needs of all children and to strengthen the organisation of the provision	23/01/2024
ensure that staff are aware of all children's daily routines, special health requirements and preferences, to meet their needs effectively	12/12/2023
ensure that all staff are aware of children's next steps in learning, to make the most of their interactions with them.	23/01/2024

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

- strengthen staff's awareness of respectful practice when supporting children's personal care needs
- provide children with the correct pronunciation of words, to help further enhance children's speaking skills.

## Setting details

<b>Unique reference number</b>	2652521
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10318764
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Sticky Fingers Worthing Limited
<b>Registered person unique reference number</b>	2652519
<b>Telephone number</b>	01903230582
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sticky Fingers Worthing Limited registered in 2021 and is located in Worthing, West Sussex. The nursery is open each weekday, from 7am to 6pm, all year. There are 10 staff, of whom eight hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Helen Penticost

## 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 inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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