

Inspection of Sticky Fingers Day Nursery

School House, Learning Lane, Whitley, Goole, North Humberside DN14 0WE

Inspection date: 6 August 2024

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

Children are greeted warmly by staff as they arrive. To support children's social skills and promote peer role modelling, when numbers are low in the summer holidays, early years children come together in the pre-school room. Staff are positive role models to the children. They remind the children to share and help each other. Children use lovely manners, saying 'no thank you' when asked if they would like to join activities or go outdoors. Children behave well and understand what is expected of them. This helps children to feel safe and secure.

Children master key skills they need for their future development and are well prepared for school. For instance, from an early age, children develop their hand-to-eye coordination and independence extremely well. They wash their hands before and after food and access the toilets independently. Babies are starting to develop an understanding of their personal care routines as they wipe their own noses and place the tissues in the bin. They demonstrate high levels of focus and perseverance as they join in with modelling dough activities that encourage their imagination and curiosity. Children make good progress in their learning and development, including children with special educational needs and/or disabilities (SEND).

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

- The nursery's curriculum is sequenced to ensure children continue to build on what they already know and can do. For example, mathematics is introduced to babies as they count in nursery rhymes, while older children compare and order the shapes they make using the modelling dough. Every opportunity is used to introduce number and measure into children's play. This helps children to make wonderful progress in their mathematical learning.
- Staff use repetition and repeat words back to children to ensure they hear the correct sounds. Children enjoy singing and do this independently in their play as they rock the dolls to sleep. However, at story time, staff do not fully consider the different ages of the children taking part. Younger children become restless and play elsewhere when they are not interacting with the story. This reduces opportunities to develop their understanding of words and stories.
- Children enjoy using the outdoor garden. Staff provide many opportunities for them to develop their physical development as they ride bikes, climb and run around. Children develop their fine motor skills as they dig and sieve the sand, then roll and manipulate the dough.
- Staff are aware of children's allergies and dietary requirements when serving food and ensure these are adhered to. Children are provided with a variety of healthy home-cooked meals prepared fresh on the premises. Children eat well and choose how much they want to eat, often having second helpings.

- Staff help children to learn about good oral health. Children are encouraged to brush their teeth after mealtimes. In addition, they access resources to practise their skills and learn about the role of the dentist. This supports good health practices.
- Staff have positive partnerships with parents. They have a regular flow of information to keep parents up to date about their child's time at the nursery. Children's developmental progress is accessible on an electronic app for parents. Staff work closely with the parents of children with SEND, ensuring that the children have achievable targets and a consistent approach from home and nursery.
- Staff complete daily safety checks to ensure the resources and the environment that children access are safe and secure. However, staff have not considered that some resources are not age-appropriate when joining the different ages of children together at quieter times. This has an impact on children's learning and the progress they make.
- The leadership team ensures staff can access professional development opportunities to keep their skills and knowledge up to date. Regular supervision sessions provide leaders with an oversight of the nursery and an understanding of the impact of the curriculum on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure the interaction with children at story time is appropriate for their age and stage of development so that younger children can continue to make good progress in their speech and language
- implement activities more effectively to ensure all resources are appropriate for the age of the children attending when children of different age groups are brought together at quieter times.

Setting details

Unique reference number	400094
Local authority	North Yorkshire
Inspection number	10355038
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	33
Number of children on roll	26
Name of registered person	Awad, Lynn Angela
Registered person unique reference number	RP512364
Telephone number	01977 663393
Date of previous inspection	15 November 2018

Information about this early years setting

Sticky Fingers Day Nursery registered in 1998. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The manager holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Jo Clark

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 provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the nursery.
- Parents shared their views on the nursery with the inspector.
- A meeting was held with the provider. This included a review of relevant documentation, including staff suitability and training.

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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