

Inspection of Sticky Fingers Worthing Limited

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

Inspection date: 5 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff create a welcoming, homely environment in which each child is valued and included. Children approach staff readily for comfort or support and feel safe and secure in their care. Staff have clear expectations and reinforce these consistently so that children understand how to behave well. Children quickly become familiar with the daily routines. For example, they wait patiently in a line once they have put on their shoes to go outside. They listen well to staff, who clearly explain the reason for rules such as not running inside. Staff are good role models and show children how to be considerate and polite.

Children enjoy taking part in the broad range of activities and experiences that staff plan. Staff ignite children's curiosity and respond well to their spontaneous interests. For example, after children find a snail in the garden, staff help them find pictures of snails to compare it to, and then provide materials so they can draw or make their own snails. All children have the opportunity to join in with experiences according to their needs. Staff adapt activities appropriately, such as making them easier or more difficult as necessary. Managers make good use of any additional funding children are entitled to, carefully considering children's individual needs and what would benefit them most.

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

- Managers have worked hard to build a settled staff team since the last inspection and have developed a more consistent approach to children's learning and care. Staff are clear about their roles and responsibilities. They are supported well by managers, who understand how to help them develop their knowledge and skills. For example, managers offer targeted guidance and advice to help staff develop their understanding of effective activity planning.
- Staff are well-informed about children's care needs and routines. They carefully take account of any individual support required, such as at mealtimes. Staff are respectful in their interactions with children. For example, they ask for children's consent and cooperation before they change their nappies or clothes. Staff build warm and caring relationships with children that effectively support their emotional well-being.
- Any areas where children need more support in their learning are quickly identified by staff. They monitor children's progress closely and swiftly seek further advice to ensure children receive any additional help they require. Staff use agreed strategies successfully to include all children. For instance, they use simple sign language and pictures to help children express their needs and understand what is happening next. They make good use of external support. For example, they are following local authority guidance to enhance their practice in developing children's language skills.

- Staff pay great attention to expanding children's interests and introducing them to new topics and ideas. For example, children spend time exploring a range of activities about fireworks. At times, however, less-experienced staff are not sure about what they want children to learn from activities, or how this links to what individual children need to learn next. Although children enjoy the activities that they take part in, staff do not always help them consistently to build on their individual knowledge and skills.
- There is good support for children's language development. Songs, stories and conversations are part of the daily routine and children eagerly join story time, listen attentively and recall familiar words and phrases. They develop a love of books and regularly look at them together or share them with staff. Children repeat new words that they hear staff use and are confident communicators.
- Children receive lots of encouragement to become more independent. Staff give children plenty of time to try to do things for themselves before they offer them help. They guide younger children as they learn to manage their own personal care needs, such as washing their hands and feeding themselves. Older children confidently pour their own drinks, select resources and help staff to tidy away.
- Behaviour in the nursery is good. Children follow staff's good example and learn to treat each other with kindness and respect. Staff show children how to resolve any disputes, and they cooperate well. For example, children who want to play with the same toy agree between them how long each turn will be.
- Overall, there are good relationships between staff and parents, and information is shared regularly through discussion and an online platform. Staff work closely with parents if needed to help close any gaps in children's learning. However, arrangements for encouraging all parents to continue their child's learning at home are not fully in place to help children experience a shared approach.

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:

- strengthen staff's understanding of the specific skills and knowledge they want children to gain from activities and how this links to their individual learning
- build on the support for parents to continue their child's learning at home.

Setting details

Unique reference number	2652521
Local authority	West Sussex
Inspection number	10326076
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	41
Name of registered person	Sticky Fingers Worthing Limited
Registered person unique reference number	2652519
Telephone number	01903230582
Date of previous inspection	28 November 2023

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 eight members of staff, six of whom hold appropriate early years qualifications. The nursery offers government funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- The inspector spoke with the provider about the leadership and management of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 manager and the inspector carried out a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The provider 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.

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 2024