

Sticky Fingers Nursery Group

Inspection report for early years provision

Unique reference number	122625
Inspection date	04/10/2011
Inspector	Liz Burrows
Setting address	Whitebushes Village Hall, Masons Bridge Road, Redhill, Surrey, RH1 5SN
Telephone number	07948690093 or 01737760922
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sticky Fingers Nursery Group is privately run and was registered in 2001. It operates from a village hall in Whitebushes, Redhill. Facilities include a small lobby and a large main hall. Children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a total of 32 children, all of whom may be in the early years age range. Currently there are 29 children on roll aged from two years to four years. The nursery is funded to provide free early education to children aged two, three and four years. The nursery is open each weekday from 9.15am to 12.15pm. It is open during school term times. The nursery caters for children from the local and surrounding area. The nursery supports children learning English as an additional language and those with special educational needs and/or disabilities. There are four members of staff, three of whom hold appropriate early years qualifications, and the manager, who holds a Diploma in Preschool Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in this safe and inspiring environment. Staff have an outstanding knowledge of the uniqueness of each child. They plan extremely effectively for all children's individual needs and interests. The nursery team sustains improvement through highly reflective and evaluative processes. The team has an extremely strong commitment to continuous development through working in partnership with staff, children and parents. Generally good partnerships are in place with other professionals within the local community.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending partnerships within the local community and with other organisations.

The effectiveness of leadership and management of the early years provision

Highly effective systems are in place to promote safeguarding. Written policy underpins meticulous staff practice, which enables children to feel safe and very secure. Highly robust systems are in place for risk assessments. Systematic and rigorous recruiting and vetting procedures result in a highly professional team caring for children. All staff are fully aware of the procedures to follow should they

have any concerns regarding the welfare of children.

The nursery has a very rigorous approach to self-evaluation and this drives continuous and stimulating improvements for the future. The nursery team is enthusiastic, dedicated and highly motivated. It sets accurate and highly productive targets, such as the development of the outdoor area and the highly impressive lunch club. Excellent systems are in place for the continuing professional development of all staff. For example, staff clearly identify specific training through the self-appraisal process and involve themselves enthusiastically in literacy projects.

The nursery provides enriching and stimulating learning experiences both inside and out. Highly efficient systems are in place for children to choose resources and to play freely both indoors and outdoors. Children have access to a wide range of high quality resources and equipment, such as natural materials related to the season with mirrors and lenses to explore these with. Staff impressively play alongside children, developing their skills, understanding their needs and extending learning effectively.

There is a high level of commitment within all aspects of learning and development to equality and diversity. Children learning English as an additional language have excellent support as staff work very closely in partnership with parents and carers. Children show an excellent understanding of each other's needs and the differences within their everyday experiences. For example, they discuss the different food in the home corner and their likes and dislikes. Staff and parents are proud to share and celebrate their cultural heritage through displays and events within the nursery. Children show a high degree of care for each other as they continually encourage and respect each other.

The partnership with the wider community is generally good as the nursery has strong links with other professionals and the premises committee. Highly effective visits to the nursery by other professionals provide information and support to children. For example, the police, fire service and speech therapist are all regular visitors. However, the nursery is not yet considering all avenues of partnership within the wider community. Partnerships with parents and carers are highly effective. Parents value the excellent two-way communication systems, for example, induction meetings and daily feedback. 'Special person sessions' successfully enable them to gain information about the progress children are making. A very popular library initiative, to encourage parents to communicate with their children, effectively encourages a love of books and discussion. Everyone has a real voice in contributing to the nursery through the use of questionnaires and discussion. Parents, staff and children show a very strong sense of dedication and they continually strive to contribute to the highest standards.

The quality and standards of the early years provision and outcomes for children

Children are extremely happy, enthusiastic and motivated. They benefit greatly from the staff team's exemplary approach as excellent role models. This process helps children to be extremely well-behaved, use good manners and show respect for all. Children show excellent co-operation skills in their play, for example, asking

very politely if they can have a turn on a specific bike. Relationships and friendships between children are impressive. They move between groups and activities with confidence and with a high level of independence. Highly efficient systems are in place to cater for the individual qualities, needs and interests of all children. Evidence within development records show detailed individual plans for their next stages of learning together with observations and photographs. Children make significant progress due to the exemplary intervention, questioning and listening by staff which is of the highest standard. Children develop their mathematical vocabulary and number skills across the whole environment. For example, they use mathematical language in construction play, count figures during imaginative play and explore shapes in a game. They show excellent imaginative skills and a curiosity about the world around them. Exciting activities, such as nature walks, investigating the autumn interactive display and celebrating specific events, very successfully extend and challenge their knowledge and understanding. They show excellent skills in exploring their environment. For example, they confidently explore the speed of travel using a water tray with gutters and vehicles. Children really enjoy sharing and reading books with each other and staff, both inside and outdoors. They show excellent skills and enjoyment in their imaginative play, such as setting up a breakfast cafe, becoming gardeners and using a wheelbarrow to transport weeds. The environment is rich with simple language through an excellent range of displays, symbols and self-help systems. Children excel at communicating confidently and managing their own learning. They are developing and using excellent skills for their future learning and life. Children have an excellent understanding of safety procedures as staff are extremely good at supporting this. For example, children explain how to safely use the climbing frame and slide, they are aware of fire procedures and talk about using knives safely at snack time. Excellent discussions about nutrition provide children with a comprehensive understanding of foods that are good for them. The snack time routine is highly effective, being an extremely social occasion with constant talk about the children interests, the food they are eating and how they are feeling. Children show meticulous skills and understanding in their personal hygiene routines as they wash their hands and tidy away. They are extremely knowledgeable about the type of clothing to wear outside and give excellent examples, such as 'I put on a jumper when I am cold' and 'I have a sun hat for when it is hot'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met