



## Inspection Report For Early Years Provision

Unique Reference Number	BFG02DC154
Inspection Date	23 January 2011
Childcare Inspector	Kim Weaver
Registered Provision -Setting Name <i>Suppressed if childminder</i>	Sticky Fingers Day Nursery
Registered Provision -Setting Address <i>Suppressed if childminder</i>	Eckener Strasse 4a&4b 32756 Detmold
Type of Care	Full day care

## ABOUT THIS INSPECTION

British Forces Early Years Service is granted with accreditation by the Secretary of State for Defence for regulating childcare provision for Crown Servants overseas, in accordance with the criteria set out in the Tax Credit (New Category of Child Care Provider) Regulations 2002.

The purpose of this inspection is to assure the Ministry of Defence (MOD), parents and the public of the quality of childcare.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the National Standards for under 8s day care and childminding.

The report includes information on any complaints about childcare provision which British Forces Early Years Service (BFEYS) has received since 1st January 2006.

### The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see booklet "Are you ready for your inspection" which is available from BFEYS.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are <b>good</b> . The registered person <b>meets</b> the National Standards for under 8s daycare and childminding.
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### WHAT SORT OF SETTING IS IT?

Sticky Fingers Day Nursery has been registered with British Forces Early Years Service since 2002 to provide full day care for children aged from three months to under 5 years. Sticky Fingers Day Nursery is located on a military housing estate and is currently open Monday to Friday, from 9.00 to 12.30, term time only. The setting has sole use of two adjoining houses which comprise sixteen rooms. These include activity rooms, sensory room, sleep area, quiet/story rooms, art and craft rooms, two kitchens, toilet facilities, storage rooms and an office. There is a secure, paved and grassed outside area available for outdoor play. The setting serves the needs of British Service families and civilian employees attached to the local military community. It is managed by the Army Welfare Service.

The manager is supernumerary and is qualified to Level 3. There are seven permanent practitioners employed, six of whom hold qualifications ranging from Level 2 to Level 3 and one working towards a childcare qualification. The deputy manager is currently on maternity leave. The setting employs a cleaner, an ancillary and additional staff to cover for absences. There are currently 35 children on roll.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is **satisfactory**. Children are cared for in a clean, warm and well-maintained environment, which promotes their good health. Children are encouraged to follow good personal health and hygiene practices, such as hand washing after using the toilet and before eating. Children are protected from infection as a sick child policy which includes suitable arrangements for the exclusion of children who are ill or infectious, is implemented and shared with parents. Children are well looked after should they have a minor accident or become ill whilst at the setting, as suitable procedures are followed and staff ensure children are cared for sensitively while waiting to be collected by parents. Children benefit as the majority of staff are trained in administering first aid and have appropriate permissions and records in place regarding the administration of medication to children. First aid equipment is in place which is checked and replenished accordingly.

Children are actively involved with the preparation of snacks and enjoy cooking activities such as baking. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company. Staff are aware of the many learning opportunities to promote an understanding of healthy eating. Children enjoy fresh fruit daily and are encouraged to try different foods to promote their healthy growth and development. Younger children enjoy the interaction with staff and older children and respond in a variety of ways such as gurgling and babbling, thus developing early communication skills. Children's allergies and dietary requirements are discussed with parents at initial placement to ensure individual needs are met. Children are offered choices of drinks such as water or milk to prevent them from becoming thirsty.

Children benefit from daily planned physical exercise in well equipped indoor playrooms, however they are not provided with opportunities to enjoy active play in the fresh air on a regular basis, which could inhibit their physical development. Children rest and sleep according to their needs as adequate provision has been made for children to relax, play quietly or sleep.

### **Protecting children from harm or neglect and helping them to stay safe**

The provision is **good**. Children are cared for in a safe, secure and welcoming environment where they can move freely and safely around the playrooms which are well set out for the different age groups. Supervision is effective as there is a high ratio of adults to children present, and adults are appropriately deployed according to experience and qualifications. Children benefit as staff are aware of their responsibilities to keep children safe; for example, clear and comprehensive policies and practices are in place to ensure children's safety. Children are protected as staff assess potential risks to children and put procedures in place to minimise these at all times. Appropriate safety equipment is used according to the age and developmental needs of the children attending including socket covers, safety gates and safety flooring. Children select activities from a good range of toys and equipment that are of good quality. Children are able to access resources independently as these are stored in low level containers that are clearly labelled with print and photographs.

Children are kept safe when on outings as thorough procedures are followed, such as staff taking appropriate information and equipment with them including parents' contact numbers and a mobile telephone in the event of an accident or emergency.

Children's welfare is safeguarded as staff have a good understanding of how to protect

children from harm and are aware of their roles and responsibilities. The majority of staff have attended a safeguarding children course and opportunities are available for them to update their knowledge and skills through regular training; there is a named person responsible for ensuring that child protection concerns are dealt with promptly, appropriately and sensitively. Children are further protected as the setting has a clear written policy which is discussed with all parents before placement.

Children are beginning to learn how to keep themselves safe. They learn about fire safety; they know the procedure for evacuation in an emergency and this is regularly practised with the children. Appropriate fire fighting equipment, such as fire blankets, smoke alarms and fire extinguishers are provided and are regularly checked to ensure they remain in good working order. Safety warning signs are displayed around the nursery, for example alerting staff and visitors to be careful when opening a door as 'children may be playing behind the door'. Access to the setting is effectively monitored and children are supervised at all times; staff ensure children cannot leave the premises unsupervised and there can be no unauthorised access to children.

### **Helping children achieve well and enjoy what they do**

The provision is **satisfactory**. Children are happy and relaxed within the environment; good settling-in procedures are in place and staff ensure they discuss and exchange necessary information with parents regarding their child's individual routines, likes and dislikes. Staff spend time talking and playing with children at their level, giving them lots of praise and encouragement. As a result, children are developing their confidence and increasing their sense of belonging. Children make choices in their play as they explore the planned activities and resources available. However, opportunities for children to engage in a wider range of new experiences through outdoor play are missed, as access to the outdoor play area is limited.

Children benefit as the majority of staff have attended training on the Early Years Foundation Stage and are beginning to use the framework to plan and provide activities to support children's learning in all areas of development. Colour coded files contain examples of activities accompanied by photographs, identifying links with the relevant aspects of the framework. Staff complete observations and are beginning to use these as a basis on which to plan children's next steps. Additionally, the setting has started to invite professionals, such as the health visitor, to respond effectively to children's specific needs whilst developing new knowledge and skills.

Children play purposefully with a range of toys and resources that support learning and development. For example, younger children were observed enjoying a sensory experience exploring their sense of touch using their hands and fingers to investigate 'gloop', a mixture of cornflour and water. Their fine motor skills are promoted as they squeeze and roll out dough shapes. Children have the opportunity to be creative as they experiment with the range of art materials and play constructively with bricks. Children's communication skills are encouraged and supported as staff ask appropriate questions, which helps children to think. This was observed as children had fun playing in the sand learning about volume and capacity whilst pouring sand from one container to another. The planned daily routine allows for children to access the sensory room for play; however this is infrequently used and was not observed on the day of inspection.

Children play co-operatively together, developing friendships within the group sharing and taking turns with toys and equipment, thus developing an understanding of the needs of others.

### **Helping children make a positive contribution**

The provision is **good**. Children are developing a strong sense of belonging as they become familiar with the routines of the day and are valued as individuals. Children can see examples of their own work displayed throughout the setting, developing their self esteem. Children are kind, considerate and thoughtful to each other; they are well-mannered and show willingness to share and take turns. Adults are good role models; they are calm, consistent, polite and respectful, and children follow their example.

Children are beginning to learn about similarities and differences in our society through their play experiences; for example, various festivals are celebrated such as Chinese New Year and Canada Day. However, children's awareness of the wider community could be raised further by providing children with regular outings and extending the range of resources reflecting positive images of race, gender, culture and disability.

Children behave well. Positive and age appropriate methods are used to manage any difficult behaviour and children respect these. The effective use of praise and encouragement ensures children feel happy and confident. Music and songs are used effectively to promote good behaviour; for example, songs teach children when to use 'please and thank you' and to greet each other during morning registration.

Children benefit from the positive partnership between parents and staff. Parents receive clear information about the setting and their child's progress through regular newsletters, profiles, daily diaries and displays. Policies and procedures are clear and made available on the parents notice board. Parents are welcomed into the setting and take part in fund raising activities to purchase further equipment for the children to use in the setting. Positive comments were received from parents on the day of inspection; parents particularly liked the warm atmosphere, and praised staff for their caring approach to children. Parents are invited regularly to look at their child's developmental records and to discuss their child's progress.

### **Organisation**

The organisation is **good**. Children benefit from a setting that is well organised and managed to meet children's needs. Children are protected as good recruitment and vetting procedures are in place and staff ensure that children are never left unsupervised with any adult whose suitability has not been checked.

Staffing levels are good and the majority of staff hold suitable early years qualifications and have relevant experience. Staff enhance their skills by attending short courses on specific subjects, for example on the Early Years Foundation Stage framework, developing their knowledge on observation, assessment and planning. This enables them to provide a suitable range of learning experiences promoting children's care, learning and play. Children are grouped effectively and each child is assigned a key person. This promotes consistency and enables staff to build effective relationships and to get to know individual children well, helping children to feel secure and confident with their carers.

The setting has a clear management structure and all members of staff have defined roles and responsibilities. The manager holds regular staff meetings to support staff and discuss strengths and areas for improvement. Induction procedures are well established and daily discussions ensure staff are kept fully informed, included and valued.

All required documentation and records are clear, up-to-date, easily accessible and stored securely.

Overall the provision meets the needs of all the children who attend.

**Improvements since the last inspection**

Since the last inspection, records of emergency evacuation drills and staff contact details are all accurately maintained.

**Complaints since the last inspection**

There are no complaints to report.

**THE QUALITY AND STANDARDS OF THE CARE**

On the basis of evidence collected on this inspection:

The quality and standards of the care are **good**. The registered person **meets** the National Standards for under 8s daycare and childminding.

**WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

**The quality and standards of the care**

To improve the quality and standards of care, the registered person should take account of the following recommendations:

- increase the range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences
- promote children's physical development and well-being by providing children with regular opportunities to be active in the fresh air.