

# Mary Kelly's Rascals

Inspection report for early years provision

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<b>Unique Reference Number</b>	316743
<b>Inspection date</b>	28 June 2007
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<b>Registered person</b>	F & J Rivers Quality Child Care LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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 the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Mary Kelly's Rascals Nursery opened in 1989. It is run by a Limited Company and operates from five rooms on two levels in an extensively extended house in the Radcliffe area of Bury. It serves the local community.

A maximum of 80 children may attend at any one time. The nursery opens five days a week all year round except for bank holidays. Sessions in the nursery are from 07.30 until 18.00 and in the out of school club from 07.30 until 09.00 and 15.00 until 18.00. There are currently 79 children from one to under five years on roll. Of these, 24 children receive funding for early education. Children attend for a variety of sessions. The nursery currently supports a number of children for whom English is an additional language.

The nursery employs 17 members of staff, 16 of whom work with the children. All staff hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and has Investors in People status.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a warm, clean environment where the staff effectively promote satisfactory hygiene practices. For example, children are taken to wash their hands and staff clean tables before children sit down to eat. This helps them to learn good health and hygiene practices. The operation of a sick child policy, where children with infectious diseases do not attend, helps to prevent the spread of infection. Staff follow an appropriate procedure for changing children's nappies and always change them before they go home which helps to promote their sense of well-being. Staff have an up to date knowledge of first aid which helps them to care for children in the event of minor accidents.

Children are well nourished and eat healthy meals. The food is cooked on the premises and children enjoy toast, biscuits and fresh fruit for their snacks. Milk or juice is available for children at snack time and toddlers have cups with handles, or feeder cups, depending on which suits their current needs. Drinks are always available which means children are continually refreshed. Individual children's dietary needs are catered for. Parents can bring in food for babies or choose to have the nursery's meals pureed. Staff discuss children's dietary needs with parents, for example, when babies are ready to start on solids. Parents' wishes are followed in relation to children's diets and sleeping habits, so that babies and young children benefit from consistency in their care.

Staff are aware of the benefits of exercise and fresh air and try to make sure children have time outside each day. Children ride on bikes and play with hoops outside. Parents also have the option of their children being taken to a local swimming pool for lessons. They develop control of their large muscles through these activities. They play ring games, join in action songs and dance to music indoors. In these ways children learn to enjoy physical activities which contribute towards a healthy lifestyle. They also enjoy mark making, playing with play dough and doing jigsaws which help to develop their fine motor skills. Babies and younger children sleep after lunch. If a child does not need a sleep, staff play with them while the others have their nap. In this way children have a balance of active experiences and rest during the day.

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

The provision is good.

Parents and children are welcomed. Children are kept secure and are well supervised. They can move about freely in their base rooms. Appropriate safety equipment and good procedures are in place. For example, exterior doors are kept locked and stair gates are used throughout the building to keep children safe. A buzzer system is in operation on the main door and the office is staffed to ensure visitors sign in on arrival and departure so there is an up to date record of who is on the premises. Registers are kept in individual rooms and are taken outside when children go outdoors to play. Outdoor play areas are securely fenced. Risk assessments are undertaken by staff before children go outside. These measures help to maintain children's physical safety.

Space is organised so children have different areas to play or sit quietly. For example, cushions provide a comfortable floor space in an enclosed area for toddlers to sit and look at books with staff. Carpet areas are available for children, to play with toy cars for example, and tables are available for construction materials and jigsaws. Children are provided with a suitable range of

toys, equipment and resources which are out ready for them to play with at the beginning of sessions. Children are able to select other equipment to support their activities. Many materials are clearly labelled and stored at a height that is accessible for children who are developing their independence through making choices.

Written policies are comprehensive and support procedures to maintain children's safety. For example, staff are thoroughly trained in emergency evacuation procedures and these are undertaken and recorded on a regular basis making sure different exits are used. Children are becoming aware of what to do in the event of an emergency, which helps to keep them safe.

Children who attend the before and after school club are taken to school and collected after school in a minibus which has appropriate seat restraints. In the summer they go on outings further away in these minibuses. Good staff ratios ensure children are very well supervised during these activities. Allocated staff undertake these trips and supervise the children in the club on the nursery premises. Children are happy with these familiar routines. Staff have a clear awareness of child protection issues which is supported by the setting's policy.

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

The provision is satisfactory.

Children are well settled and confident in their setting. Babies and young children smile happily as staff talk and play with them. Children sing the 'Hello' song which helps them get to know one another as they sing each other's names. Action songs and ring games help children to learn new words and to enjoy group experiences. Children enjoy imaginative play. The current beach theme involves children wearing sun hats while they play with sand, shells and water on the floor. Staff talk to children about putting sun cream on to stop their skin from burning. Children join in these conversations and rub pretend sun cream on each other's faces and arms.

Staff have a sound understanding of young children's needs, and this is used to plan first hand experiences. For example, cooked spaghetti, and jelly play are regularly explored by the children. However, staff do not currently use the 'Birth to three matters' framework, or a similar framework for very young children, to plan for children's learning and assess their progress.

The children in the before and after school club enjoy their sessions where they choose activities chatting happily to their friends and relaxing. During the holiday sessions they visit local parks, garden centres and museums. Photographs show them having fun in these settings and children talk eagerly about their experiences. Displays show their work on a variety of topics. The children talk about the work they have done on 'space' and their pictures of aliens hang from the ceiling celebrating their creativity. They talk eagerly about the Easter nests and peppermint creams they make. Through these activities children enjoy a breadth of experiences that extend their learning and play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The staff have a sound knowledge and understanding of how children learn and, as a result, children are making sound progress towards the early learning goals. The activities and experiences provided for the children cover the six areas of learning sufficiently. Long, medium and short term plans form the basis for daily activities. Staff work with children in groups of different sizes. At certain times of the day children are organised into groups of four so they benefit from more interaction with adults as they engage in focused activities. After a short time children can choose to go and play with

other toys and equipment, or stay and continue playing with the adult on this activity. Small groups prove most effective as some children present challenging behaviour at times. For example, a few children find it difficult to concentrate during carpet sessions and disrupt others. Staff not directly teaching children at these times provide general support but are not specifically deployed to target those children whose behaviour is affecting the play and learning of others.

Children's personal, social and emotional development is promoted by their interactions with staff who support their play with others. Children are developing friendships with each other. For example, at snack time a child taps the chair next to her and says, 'Come and sit with me' to her friend. Children are confident speakers who make their needs known to staff and enjoy their company. Children enjoy imaginative play using small world figures and dressing up. For example, children, dressed in monster outfits, are playing together. 'Be a monster', one says looking excitedly at his friend, who then chases him making growling noises.

Children concentrate intently on making salt dough as part of their topic on shapes. They describe the dough as 'goeey' and 'sticky' as they explore it. Later the shapes they have made are baked and will be painted to add to their display. Counting takes place regularly through action songs and rhymes and children calculate as part of their daily activities. Children count how many scoops of gravel it takes to fill a tray. The adult talks about different sizes of scoops as she uses her hands to gather a heaped scoop after taking smaller scooped handfuls. This helps children begin to learn about non-standard measures.

Stories are read at several times during the day. Some books are in excellent condition and represent stories by modern children's authors, but others are in poor condition and new books are on order. Children bring their favourite stories from home to share with their group. Staff read these at story time then sing songs, such as 'Twinkle, twinkle little star' and 'Animal Fair'. Children enjoy singing and request different songs. Children have opportunities to write and draw and they are beginning to recognise letters and link sounds with letters. There is an alphabet display with letters decorated by the children. Such activities, together with labelled resources and captions on displays are helping children realise that print carries meaning.

Their knowledge and understanding of the world is developing through play with resources, such as dressing up clothes, that include items representative of other countries, such as China. The computer is used regularly and helps to consolidate children's learning. With an adult's help children sort toy animals into their respective habitats placing them on coloured felt to represent water and grasslands. Through these activities children are learning about the wider world.

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

The provision is satisfactory.

Children's individual needs are appropriately catered for. Staff discuss these with parents and try to ensure continuity in care and expectations to help children to feel comfortable in the setting. The views of other professionals are sought where necessary to support staff in dealing with children, for example, those whose behaviour is sometimes challenging. A precise behaviour policy outlines strategies for staff to follow to encourage consistency in expectations and coping with inappropriate behaviour. Staff explain the reasons for any rules, and praise children's good behaviour. Achievement awards are given to children for doing helpful things, for example, tidying up when they are asked. Children generally behave well, are developing good manners and are usually considerate to the needs of others.

Resources, such as books and jigsaws, provide positive images of other people and represent different cultural groups. Children learn about other cultures and beliefs. For example, festivals are included as topics, and children listen to a variety of types of music including some from other countries. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Settling in procedures are well thought through. Gradual admission helps children settle effectively. Parents or carers stay with their children on their initial visits. Children are also supported in their move from one room to the next by a gradual transition process that accommodates individual children's needs. Children attending the nursery move on to five primary schools and nursery staff try to develop links with these schools to pass on information and help children to adapt to their next setting.

Good relationships are in place between staff and parents and carers who comment on how happy their children are at the setting. They state how their children have developed, for example, in their social skills and their language development, during their time at the nursery. Monthly newsletters provide some information for parents on the topics that their children are learning and events that are about to take place, such as the party for children leaving in the summer. Currently however, this information is not directly linked to the areas of learning to inform parents about the Foundation Stage curriculum. Parents are given some information about their child's progress and children's work is sent home regularly.

The before and after school club caters for children throughout the primary age range. This helps them to relate to other children who are younger and older than they are. They play together happily gaining self-esteem and developing firm friendships.

## **Organisation**

The organisation is satisfactory.

The leadership and management within the setting is satisfactory. Children are cared for by a staff team who have a sound knowledge and understanding of child development, which contributes to children's care, learning and play. Routines are organised so that the day generally runs smoothly in each of the rooms. However, hand washing at snack times and meal times, in the older children's rooms, takes a long time and this reduces children's time to play and learn. Space and group sizes are organised so children benefit from their experiences.

Documentation required by the National Standards is readily available and suitably detailed. Records provide details of each child's needs and parents give signed consent, for example, for sun cream to be applied. All staff are suitably qualified and vetted. This promotes the safety and well-being of the children. The staff work together as a team to promote children's health, safety, emotional well-being and ability to enjoy and achieve. Staff have identified further training to enhance their knowledge and develop the service they offer.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure activities meet the developmental needs of the youngest children and make more opportunities to talk to the children about what they are doing. Several staff have attended training on the 'Birth to three matters' framework and staff are making sure they talk to children during activities to promote their interest and

learning. Messy and exploratory play are provided regularly. For example, jelly play and treasure baskets provide opportunities for sensory experiences.

The provider was asked also to ensure that children's privacy is maintained whilst using the toilet in the downstairs bathroom. This has been successfully achieved by adding partitions in between individual toilets. The provider was asked also to keep a written record of medicines given to children, devise a system of recording accidents to maintain confidentiality and review and update the child protection statement. These issues have been appropriately addressed by changes to the documentation and procedures. These measures help to protect children's health and well-being and promote further opportunities for play and learning.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, that can be seen on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review time management of routines in order to maximise children's learning experiences, for example, the system used for hand washing
- develop planning and assessment procedures for the under threes using a scheme such as the 'Birth to three matters' framework.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure staff are deployed to fully support children's play and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)