

Aunt Mary's

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Aunt Mary's Nursery is owned by Right Start Day Nurseries Limited. It opened in 1991, and was registered under the current arrangements in 2010. The nursery is based in a converted two-storey detached house which is situated in Healy Dell Nature Reserve, Rochdale, Lancashire. The nursery has babies' facilities on the ground floor, including toilets and a nappy changing area. There is a conservatory and dining area, in addition to a sleep room for the babies. On the first floor, the two- to five-year-olds have access to the main play area, a messy room and toilet and handwashing facilities. All children share access to two secure enclosed outdoor play areas. The nursery is open Monday to Friday from 7am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 42 children aged from birth to five years may attend the nursery at any one time. Of these, not more than 12 may be under two years. There are currently 28 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding for early education.

There are eight members of staff, including the manager, who work directly with the children. Of these, one holds a degree in early years, one holds a BTEC in early years, two hold qualifications to level 3 in early years, and three hold level 3 qualifications. In addition, one member of staff is currently undertaking Early years Professional Status (EYP) and one member of staff is undertaking a level 2 qualification.

The nursery receives support from the local authority and is a member of the Rochdale Day Nursery Association and Pre-school Learning Alliance (PLA). The setting has achieved a gold standard for Golden Grin oral health promotion award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A committed and enthusiastic staff team provide good standards of care and education for children. They know children well, respect their individuality, and recognise their uniqueness when meeting their individual needs. As a result, children make good progress in their learning and development. The provision is welcoming and inclusive where all children have equal access to the opportunities and experiences on offer; therefore no individual child is disadvantaged. Effective partnerships with parents and carers and local schools are in place and support children's placements well. Good systems for self-evaluation are in place which reflects on the setting's practices and identifies strengths and highlights areas for development. Self-evaluation and staff commitment clearly demonstrates the setting's capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the daily record of the names of the children looked after on the premises consistently includes their hours of attendance.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge and understanding of safeguarding procedures which ensures children's welfare is protected. Most records, policies and procedures that support the nursery to promote positive outcomes for children are appropriately maintained. Risk assessments are carried out regularly and staff conduct daily safety checks of the indoor and outdoor play spaces to ensure the safety of children. The manager effectively monitors accident recording to show any possible risk assessment concerns. Clear fire evacuation procedures are displayed throughout the nursery and staff have a clear understanding of their roles and responsibilities.

The owner/manager has only fairly recently taken over the nursery and is clear about the setting's current strengths and areas for immediate improvement and has appropriate actions plans in place. The manager is completing local authority self-evaluation systems identifying the setting's strengths and priorities for development that will improve the quality of provision for all children once current action plans have been fully implemented. Staff are well deployed across the nursery and have identified roles within the staff team. The resources are organised effectively in low-level storage for easy access by children. As a result, children are beginning to become independent learners as they make choices about their play.

Partnerships with parents and carers are good and support children's placements well. They have access to a good range of information on the nursery, the Early Years Foundation Stage and how this meets the needs of their children, for example, displays show the importance of outdoor play in children's health, well-being, learning and development. Parents and carers spoken to speak positively about what the nursery has to offer their children, they are aware of whom their child's key person is and that they may view their child's developmental records at any time. At the present time, there is no need to liaise with other early years settings, however, good systems for this are in place. Staff liaise with other carers and have effective transition arrangements in place with the local school, where reception teaching staff visit the setting.

The staff team are completing the local authority evaluation system and have identified strengths and areas for improvement. Staff are committed to training and development to enhance their skills and knowledge, they feel valued and supported by the owner. Self-evaluation and staff commitment clearly

demonstrates the setting's capacity to maintain continuous improvement and embed ambition. All children have equal access to the activities, opportunities and available resources, and therefore inclusion is well promoted.

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

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and provide the children with a good range of activities and opportunities to support their development. Children are happy and settled within the environment. Planning is based upon observations of children's enjoyment and development. Staff plan themes from these observations and discussions with parents and carers, for example, 'transport' and 'people who help us'. As a result, children make good progress towards the early learning goals given their capability. Staff complete the local authority profile for transition to school, and 'learning journeys', showing children engaged in activities. These are linked to the areas of learning and next steps in their learning are formulated. Staff provide children with a balanced programme throughout the day, with a mix of adult-led and child-initiated activities.

Children are developing an appropriate sense of safety. Warm relationships between staff and children are formed and children behave appropriately. For example, they happily share toys and take turns with the play resources and ask if they can help one another hang their coats on pegs. Children are confident and independent as they make choices about their play, selecting these from labelled storage boxes, or for younger children, as they select from those set out for them.

Children are developing good communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Children, including babies help themselves to books and a variety of resources encourages their early mark-making skills. Older children are learning about the differences between fiction and non-fiction and the different parts of a book, for example, the spine, the title and the cover. Children develop an appropriate understanding of mathematical language as they complete jigsaws, match and sort shapes. Older children understand concepts, such as, behind, in front, and in the middle. They have access to a computer to develop their understanding of technology and younger children learn that pushing buttons and pulling levers creates further actions. Resources and activities, such as posters, play figures, jigsaws, books and the celebrating of festivals promote children's awareness of the wider world. Children participate in 'sing and sign' sessions. Good use is made of the setting's location within a nature reserve for the children to consider nature and wildlife. Children are growing a number of herbs and vegetables. A variety of different textures, techniques and opportunities encourages children's creativity. For example, collages and free painting, and access to a range of musical instruments which are accessible at all times.

Daily access to an outdoor play space encourages children's physical health and

overall learning and development, for example, children enjoy large outdoor play equipment, construction materials and other resources to develop their physical skills. Babies develop movement as they move towards toys placed away from them and practise walking with staff support.

Children are developing a good understanding about healthy lifestyles because they are offered a very healthy diet, with meals cooked each day with fresh ingredients. The premises are clean and well maintained and support children's good health. Children understand why they need to wash their hands before they eat their lunch and to use tissues when blowing their nose, creating a healthy environment. A wide variety of activities and opportunities encourage children to develop appropriate skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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