

Aunt Mary's Day Nursery

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*.

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

Aunt Mary's Day Nursery in Heywood has been open since 1993 and registered again in 2010 following changes to the legal entity of the company. It is one of two settings owned and operated by Aunt Mary's Day Nurseries Limited and is situated close to the town centre of Heywood, Rochdale.

The nursery is registered to provide care for a maximum of 54 children at any one time, of whom 15 may be under two years. The nursery also provides before and after school care for children aged between five and 11 years. The children occupying these places share the same facilities as the children in the early years age range. The setting is open each weekday from 7.30am to 6pm. It is closed for Bank Holidays and for one week at Christmas. There are currently 46 children on roll. The nursery provides funded early education and supports children with special educational needs and/or disabilities and who speak English as an additional language. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register.

There are 12 members of staff who work directly with the children. Of these, two hold level 2 qualifications, five hold level 3 qualifications, two hold level 4 qualifications, and another is qualified to level 5. In addition, the nursery employs one member of staff who holds a masters degree in education. The setting receives support from staff employed by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a strong team spirit in the nursery, which results in staff having a shared purpose and commitment to the children's education and care. The nursery maintains positive and trusting partnerships with parents and they work hard to help the children develop good skills for the future. Policies and procedures are effective and most documentation is maintained appropriately. Overall, the children attending the setting have a good sense of belonging and their individual needs are addressed well. The setting has a good capacity to improve; the staff are conscientious and reflective practitioners who are eager to drive improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the prior written permission of parents is obtained before administering any medication (Safeguarding and promoting children's welfare).
- 22/09/2011

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

- develop opportunities for sustained shared thinking by improving the use of open-ended questioning techniques and ensure that rigorous systems are in place to plan early interventions for any children who may have a need for additional support
- enhance children's free movement between the indoor and outdoor play areas and review planning to ensure that the outdoor provision addresses all areas of learning, particularly mathematics.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. Members of staff have a secure understanding of the local child protection procedures and the role they play in monitoring children's welfare. The procedures for staff recruitment, induction and appraisal are secure, and all adults working with the children have a Criminal Records Bureau check. In addition, the premises are safe and risk assessments are rigorous, all of which has a positive effect on the children's safety.

The children's health is addressed appropriately. This is through the implementation of appropriate hygiene routines, physical play and secure policies for ensuring that staff trained in first aid are always present on the premises or outings. In addition, secure systems are in place to ensure that children's medication is stored safely. However, the nursery has failed to ensure that parents' verbal requests for staff to administer medication to children are backed up with their prior written permission. This is a breach of the specific legal requirements of the Early Years Foundation Stage.

The nursery environment is welcoming and well equipped. Resources are easily accessible and effectively used to support the children in making secure progress from their starting points. However, access to outdoor play does not maximise children's free choice and planning is not monitored to ensure that all areas of learning are covered in sufficient depth. This is particularly applicable to mathematics. The nursery is inclusive and children's individual care needs and routines are effectively addressed. However, the systems used to support and plan early interventions for any children who may have a need for additional support lack some structure.

Parents are happy with the care and learning offered to their children. They feel that they are treated respectfully by the friendly and caring staff. The nursery is keen to build firm connections between home and the nursery, and this is successfully achieved through initiatives, such as home observations and completing the simple and enjoyable tasks in the 'homework book'. Partnerships with other professionals are progressing well and their feedback in relation to the quality of the provision is acknowledged and used to make improvement plans. However, partnerships with other providers who share the care of the children lack the same rigour.

The process of self-evaluation is effectively used to provide the nursery with a

clear understanding of their strengths and areas for development. For example, the nursery accurately acknowledges that more could be done to support mathematics and linking letters and sounds. This truthful self-reflection helps them to plan and sustain a successful learning environment for the children in their care.

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

The children attending the nursery enjoy an interesting range of activities and resources. The environment is conducive to learning and the effective use of observation enables the staff to generate an understanding of the children, which is used to plan for individual and group needs. This helps to ensure that the children make good progress in their learning as they progress towards the early learning goals.

The children's social and emotional development is fostered well within the setting. They are confident to make choices; they take pride in their achievements and are keen to assist staff with tasks, such as tidying up. In addition, the children demonstrate their growing independence by skilfully taking a lead in serving their own food and drinks. Overall, good relationships are in evidence throughout the nursery. The children clearly feel safe as they display good behaviour and the ability to share and take turns. Mindful of the importance of helping the children to develop an awareness of danger, the staff involve the older children in completing risk assessments of their environment.

Indoors and outdoors all children are set challenges to develop their physical skills and generate positive attitudes to exercise. Consequently, the babies and older children show high levels of competence as they handle and control different sized objects and increase their strength and stamina. The children are also starting to learn about some aspects of nutrition and the importance of personal hygiene.

The children enjoy their activities and make progress because the nursery routines are well ordered to provide a broad mix of experiences. For example, the babies enjoy exploring the tactile treasure baskets, along with resources that offer opportunities for them to explore cause and effect. Similarly, the older children develop skills for the future as they show a keen interest in the computer and other programmable toys. Aware of the importance of language development, staff consistently talk to the children, read stories and sing songs and rhymes. This results in the children becoming confident to communicate as they use language to imagine and recreate roles during play with the home corner, garage and construction resources. The children learn that print carries meaning as they see labels around the nursery and use writing for a purpose during their play. Mark making is accessible throughout the nursery as all children enjoy drawing and painting. In addition, the babies enjoy making patterns in dry sand as they wiggle their fingers and toes under the close supervision of staff. The children engage in activities that increase their awareness of numbers. Older children spontaneously use number during play and they are starting to demonstrate an awareness of calculating through everyday activities, such as handing out plates at snack times. The children confidently sort objects, enjoy puzzles and use positional language

with confidence. Members of staff are keen to see children make progress through the range of adult and child-led activities; however, sometimes they do not fully support and challenge children's ideas by getting involved in the thinking process with them. Overall, the nursery is clearly focused on helping children achieve and develop a firm foundation for their future learning as they transfer to school.

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	3
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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Annex B: the Childcare Register

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

Met