

# Mary Kelly's Rascals

Inspection report for early years provision

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**Unique reference number** 316743  
**Inspection date** 22/09/2011  
**Inspector** Shirley Monks-Meagher

**Setting address** 69 Ainsworth Road, Radcliffe, MANCHESTER, Lancashire,  
M26 4FA

**Telephone number** 0161 725 9285

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Mary Kelly's Rascals nursery opened in 1989. It is run by a Limited Company and operates from six rooms on two levels in an extended dwelling in the Radcliffe area of Bury. There are also two secure areas for outdoor play. It serves the local community.

The nursery is registered on the Early Years Register and a maximum of 80 children may attend at any one time. There are currently 48 early years age range children on roll, including 15 children in receipt of the nursery education grant. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. Children attend for a variety of sessions. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register and operates a before and/or after school club for children attending local schools. There is a total of 54 children on the setting's roll.

The nursery operates five days a week all year round, with the exception of bank holidays, between the hours of 7.30am and 6pm. A staff team of 13 work at the nursery, including a cook and a cleaner. Of the staff that work directly with the children all hold appropriate qualifications to a minimum of level 3. The Director leads and supports staff on a part-time basis and has an Early Years Bachelor of Arts Honours Degree and holds Early Years Professional Status. The setting is affiliated to, and receives support from, the local Children's Centre and has a 'golden apple award' accredited from Bury Council relating to healthy eating practice.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A welcoming environment is created by staff which ensures children are happy and secure enabling them to make, overall, good progress in their learning and development. The policies, procedures and staff practice sufficiently promotes children's welfare. The inclusion of all children is well promoted through positive partnerships with parents, carers and others involved with the children. Collaborative systems are in place to examine the quality of the provision which results in identified areas for development to promote continuous improvement.

## What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation)(also applies to both parts of the Childcare Register). 06/10/2011

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

- review risk assessment to minimise hazards, for example, the storage of children's own buggies
- extend the action plans linked to development work to measure the effectiveness of changes made on improving the outcomes for the children
- develop the analysis of the curriculum monitoring systems to enable gaps in provision, such as opportunities for older children to use wheeled vehicles, are appropriately addressed.

## **The effectiveness of leadership and management of the early years provision**

A well-established and committed staff team, policies and procedures generally ensures children's safety, welfare and well-being. However, the registers do not record children's actual attendance hours and this is a breach of requirements. The staff has a basic understanding of child protection matters and are aware of the procedures to follow in the event of such concerns. Recruitment systems are in place to ensure the suitability of adults who work in the setting. Induction procedures make sure they understand their roles and responsibilities and appraisal systems maintain their suitability. Entrance and exit from the premises is effectively managed and mostly hazards are minimised through the implementation of risk assessments. However, the children's own buggies are stored in the corridor by the stairs creating an obstruction which makes access to the toilet hazardous and puts adults and children at risk.

The management team have a sense of purpose and through appropriate methods of reviewing and reflecting on practice engage staff in making changes to bring about improvements. Action plans are drawn up and implemented to address improvement. For example, the refurbishment of the outdoor play areas and introduction of peer observations. However, these do not include monitoring measures to ensure the effectiveness of the changes in improving outcomes for the children. Regular staff meetings and frequent opportunities for staff development and training ensures that all keep up-to-date and continually improve their skills and practice for the benefit of the children. This shared, positive attitude to improvement has ensured the recommendations from the previous inspection have been appropriately addressed. As a result, significant improvements in both provision and outcomes for children have been achieved.

Staff's positive commitment to valuing and respecting the children's and families individuality ensures all needs are accommodated. Good relationships with parents emerge from the secure communication methods. Parent feedback is actively sought and valued. For example, formally through questionnaires, discussion and the informal use of the suggestion box. Parents receive good levels of information about all aspects of the nursery through newsletters, notice boards and face to face discussion. Communication books, the white boards and individual parents' meetings to share children's developmental records ensure parents are well

informed about their children's care and achievements. Parents contribute to their children's learning through home observations and activities, such as 'teddy diaries'. Partnerships with other professionals, for example, the speech and language therapists and educational psychologists ensure children receive the support they need at an early stage. The developing partnerships with the local schools smooth children's transition into mainstream education.

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

Children throughout the nursery are very well settled and spend their time engaged in meaningful activities which interest them. Toys, equipment and activities are organised to create an enabling environment, which increases children's choices and play opportunities both indoors and outdoors. Photographs of the children achieving and enjoying themselves are displayed around the nursery. This engenders a strong sense of belonging and shows that their achievements and efforts are valued. The well-organised playrooms allow babies and children to benefit from access to a wide range of activities, along with time to relax and play calmly. The babies enthusiastically use all their senses to explore with a wide variety of different media and resources such as paint, gloop, foam and toys that flash lights and make sounds. They are able to apply their increasing mobility to challenge themselves to safely explore the environment and investigate the broad range of play opportunities. For example, natural materials, road tracks and cars, water play, musical instruments and role play. Staff are attentive and the babies and toddlers care needs are well addressed, consequently they are sociable and have formed trusting relationships with key adults.

Children receive appropriate challenges which enable them to extend their learning and pursue their individual interests. They skilfully manipulate paint brushes using large bold strokes to express their creativity and are beginning to use pastry cutters and rolling pins competently. They are learning to be safety conscious and behave in safe ways, such as sitting whilst eating so as not to choke. They are interested in the world around them and each other. They look into mirrors and discuss the similarities of their features such as eye, skin and hair colour and then make representations of themselves. Younger children watch each other carefully, celebrating achievements by clapping hands and smiling. Children show an early interest in numbers and are starting to show an aptitude for reasoning as they classify the toys to enable them to put them in the right tubs at tidy up time.

Staff model language and encourage conversation to support vocabulary and language development. Children are becoming skilful communicators because the staff talk to them all the time. Staff are encouraging children's listening skills through routine activities such as singing nursery rhymes and story times where children particularly enjoy the rhythm of the rhyming words in the story about the broom. Children enjoy mark making and use their fingers to make patterns in the shaving foam. During their role play activities they demonstrate their growing understanding of writing as a means of communication. For example, in the hairdressers they talk on the telephone and jot down appointments in the book.

The children develop skills for their future.

Children are well supported by staff's secure understanding of the Early Years Foundation Stage and their knowledge of the children in their care. Observation and assessment is integral to staff practice and is used to identify next steps and tailor the planning for individual children's progress. They use a tracking system to broadly monitor children's individual progress across the six areas of learning and are currently reviewing and refining the system in place to ensure each child is making the best possible progress in relation to their starting points and abilities.

Children learn about health and body awareness through their everyday routines and activities that maximise their personal well-being. This includes providing all children with access to regular exercise and fresh air through outdoor play. The newly refurbished area provides the older children with opportunities to climb and balance but the provision of opportunities to develop their manoeuvring skills, such as pedalling bikes and steering round obstacles is currently missing from the curriculum, limiting children's physical skill development. Children learn about personal hygiene and the importance of drinking plenty of water. Menu's are varied, meet children's individual needs and are freshly prepared, appetising and nutritious.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 06/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 06/10/2011