

Mary Kelly's Rascals

69 Ainsworth Road, Radcliffe, MANCHESTER, Lancashire, M26 4FA

Inspection date	23/05/2013
Previous inspection date	22/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff successfully promote children's emotional well-being and self-esteem through effective encouragement and praise. As a result, children are secure, happy and content.
- Strong management has a positive impact on children's progress, due to staff providing high quality care and education.
- Children and staff share warm relationships, helping children to form secure attachments, for the benefit of their feeling of safety and contentment.
- Partnerships with parents are strong, ensuring children's individual needs are known and consistently well supported.

It is not yet outstanding because

- There is less emphasis placed on visits around the local area, which reduces children's experiences in exploring aspects of their community.
- Time for children to complete activities, for instance, during the change of routine, is not given priority, which does not value their ideas and ways of doing things.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with management, as well as staff and parents.
- The inspector observed a range of activities in all playrooms and outdoor play area.
- The inspector sampled a range of documentation, including children's development records, policies and statements.
- The inspector observed a joint observation of an activity with the manager.

Inspector

Jan Healy

Full Report

Information about the setting

Mary Kelly's Rascals registered in 1989 and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately and managed by F and J Rivers Quality Child Care Limited. It operates from a converted house in the Radcliffe area of Bury. The nursery serves the local area. The nursery is accessible to all children and there are two enclosed areas available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 80 children may attend the nursery at any one time. There are currently 44 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and at level 3 or above. 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.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- use the local area for exploring both the built and the natural environment to further broaden children's understanding of the world
- value children's ideas by providing them with the time to complete activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children and staff share a warm and affectionate relationship; evidenced by children running to the staff for a hug when they enter a room. They clearly enjoy their company, as children request staff to join in with their play, such as when they participate in computer games. This results in the children's self-confidence increasing through having a sense of belonging.

All children are making good progress in relation to their starting points and pattern of attendance. This is due to staff having a strong understanding about how young children learn. They plan a broad range of play opportunities that support children's interests and which focus on the prime areas of learning. For example, staff build trusting relationships, which leads to children feeling secure and at ease. They confidently try activities that are new to them, such as making ice cream and initiate their own ideas, including making play dough. Children develop their physical skills, as staff provide time and space for the enjoyment of energetic play both indoors and outdoors. Babies kick and stretch freely and delight in toys that move or make a noise, while reaching out with their arms and legs. The provision of low-level equipment enables them to pull themselves up to a standing position, with staff ensuring their safety at all times. Staff encourage communication by furthering children's thinking, for example, engaging children in talking to them, repeating their phrases and take this opportunity to feed in new vocabulary. Therefore, older children are becoming confident in initiating a conversation and in sustaining attentive listening. Children thoroughly enjoy listening to stories read by the staff, who further their enjoyment with the use of puppets and props, much to the children's delight. Although children are not always given time to complete activities to their satisfaction, for instance, when staff wish them to tidy away their toys for snack and lunch. This results in staff not valuing children's ideas and play. Children who attend after school club have a wide range of activities that they plan themselves, with the aid of the staff. They particularly enjoy extending their creativity with the participation of acting out stories as well as painting, drawing and participating in physical play.

Staff plan for children's specific areas of learning. They are developing their mathematical skills through the participation of a wide variety of enjoyable and practical activities. For instance, they engage in singing number songs and rhymes and interlock jigsaw puzzles. They learn about patterns when creating butterflies and are learning to solve problems, such as developing an awareness of measure when filling and emptying containers in the water tray. Children are learning about the world around them, such as about their own culture as well as the culture of others. Staff teach children about major festivals, including Christmas, Easter, Hanukkah and Chinese New Year. This helps to promote mutual respect and encourages children to value each other. Children enjoy looking at picture books as well as information books about animals, plants as well as about the natural and man-made world. They like to listen to compact discs, particularly to music, as they dance with their friends and join in with the words. Staff model writing for a purpose, resulting in children writing lists and menus during role play. Staff teach children about ways of finding out what they do with different media, such as mixing two colours to make a third. They also encourage children to participate in active learning, such as taking part in imaginative play both indoors and when outside.

Children who have a special educational need and/or disability are progressing well, due to staff working closely with outside agencies to seek further support and advice when necessary. Parents report that they are kept up-to-date about the progress children are making, and are supported in developing children's learning at home.

Successful teaching methods result in children's needs being met. Staff know the children very well, which enables them to plan a wide range of activities that entice their interest

and takes into consideration their individual learning styles. For example, staff recognise that some children learn better in the outdoor play area as opposed to indoors. Therefore, a wide range of activities are available outdoors that cover all areas of learning. Staff spend the majority of their time interacting and playing with the children, helping to extend their learning. Staff provide challenge for the older and/or more able children as well as adapting activities to suit those who require additional support. They are effective in offering challenging questions and in giving clear explanations, to encourage children to think for themselves. This ensures that children are supported in acquiring the skills needed to develop and learn effectively. This also aids children in being ready for their next stage of learning, which includes their readiness for school.

The contribution of the early years provision to the well-being of children

Staff form a strong relationship with parents to aid transition from home. They seek necessary information from parents about children's likes and dislikes, to enable them to provide for their individual needs. Each child is assigned a key person who knows them well, which enables them to form a secure attachment. This results in children arriving happily and separating from their parents with ease. When children are ready to move to the next playroom, staff organise plenty of opportunities for children to visit for short periods, which is gradually lengthened until children are settled. Transition between playrooms is also made easier, as children play together outdoors, and so, build friendships.

Children are developing an understanding about the importance of leading a healthy lifestyle. For example, staff teach them about the benefit of exercise when they attend weekly swimming lessons. They have the benefit of participating in outdoor play in all weathers, where they ride wheeled toys, and climb with increasing confidence. However, although there are many opportunities for children to be physically active during their play both indoors and outdoors, there is less emphasis placed on visits around the local area. This slightly reduces children's experiences in exploring aspects of their local community. Freshly prepared meals are cooked on the premises by a chef and children sit together during mealtimes, making for a real sociable occasion. Staff teach children about the importance of oral hygiene and encourage children to clean their teeth after lunch. Juice is available for children to drink, although staff teach both children and parents about the benefits to their health of drinking fresh drinking water. Staff are raising children's self-confidence, as they encourage them to become ever more independent, for example, in dressing themselves after swimming. Suitable age-appropriate resources are stored within children's reach, enabling them to access toys independently.

Staff have high expectation of children and maintain clear and realistic boundaries, resulting in children learning to manage their own behaviour and having consideration for their friends. They are learning to wait their turn and to show kindness during play. This makes children who are happy and content.

Safety is a priority; therefore, staff remind children to keep themselves safe, for example, to avoid bumping into each other when riding wheeled toys when outdoors. Staff also demonstrate safe use of scissors. Children are taught to pick up their toys off the floor

after play, which is further supported upon completion by the presenting of a sticker, which children wear with pride.

Staff treat children and babies as if they were their own, which is comforting for all. Staff working with babies are kind, caring and gentle. They follow babies' routine, for instance, with sleeping and mealtimes. Personal care, including nappy changing, is executed with sensitivity. Children have the advantage of sleeping on a bed when required, making for a comfortable rest. Hygiene is a priority, with all playrooms being extremely clean, with staff performing cleaning tasks before children's arrival and after their departure, which enables them to spend the majority of their time joining in with their play.

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

Staff create an environment that is warm, safe and stimulating. The successful deployment of staff means that children being well supervised both indoors and when playing in the outdoor play area. Ratios are maintained for children's safety and staff provide them with the care and stimulation required to meet their individual needs.

Safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and are met. This is because staff keep their knowledge up-to-date so that they can respond appropriately in the event of a concern. There are effective procedures for appointing and vetting new staff and these help to recruit suitable and caring adults. New staff complete a suitable induction period. Staff carry out daily visual checks, to minimise potential risks to children. Management suitably monitor planning and assessment, which helps to identify those children who require extra support and to ensure appropriate and swift intervention.

Partnership with parents is strong, with parents reporting staff to be 'kind', 'there when I need them' and 'tells me everything I need to know about my child'. Parents also appreciate being able to leave their pushchair in a safe place, where children have no access. Staff keep parents up-to-date about children's progress, which is achieved both verbally and through written reports. Staff work well with families who speak English as an additional language. For instance, they request the spelling and pronunciation of frequent words to further enable communication. Useful information is available via a parent notice board, including forthcoming events, as well as activities that are taking place locally. Good partnership with a broad range of outside agencies, including speech therapist, help to target, support and review the arrangements for children with special educational needs and/or disabilities. Staff establish positive links with the local children's centre that children also attend, ensuring consistency of care and education. Staff aid transition to school, as they work closely with local teachers who they invite into the nursery to meet the children. Children return to the nursery after leaving to join the after school club. Therefore, a two way flow of communication successfully keeps each other up-to-date about the children's individual needs as well as interests.

Staff work extremely well as a team, with many being long-serving. They are welcoming and friendly and have a shared ambition to help continuously improve outcomes for

children. A successful method of self-evaluation takes into account the views of children and parents as well as all staff. This helps to drive continuous improvement and supports children's achievement over time. Weaknesses are swiftly identified and a focused action plan is shared with all staff to help tackle and support further progression. Recommendations made at the previous inspection have been successfully tackled, for the benefit of the children. Management maintain appropriate records, for example, times of attendance for both children and staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	316743
Local authority	Bury
Inspection number	915792
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	78
Name of provider	F. & J. Rivers Quality Child Care Ltd
Date of previous inspection	22/09/2011
Telephone number	0161 725 9285

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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