

Aunt Mary's Day Nursery

Aunt Marys Day Nursery, Taylor Street, HEYWOOD, Lancashire, OL10 1EF

Inspection date	17/04/2014
Previous inspection date	07/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Practitioners have a secure understanding of child development and how children learn. As a result, they plan a broad range of experiences for children which ensure they make good progress across the seven areas of learning.
- Practitioners have a suitable awareness of the possible indicators of abuse and how to proceed should they be concerned about the welfare of a child in their care.
- Partnerships with parents are well-established. Practitioners have positive relationships with them and have effective systems in place to ensure they are fully informed about their child's learning and development.
- Children develop healthy habits because practitioners give them clear messages about the importance of leading healthy lifestyles.

It is not yet good because

- The provider did not notify Ofsted of a change to the person managing the nursery. This is an offence.
- On occasion during routine activities, pens are not consistently available for children to write their own names on their creative work. This does not maximise every opportunity for children to practise their early writing skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector held a meeting with the registered provider and the manager of the nursery.
- The inspector and the manager completed a joint observation.
- The inspector looked at some paperwork, including the nurseries policies and evidence of safe recruitment procedures.
- The inspector ensured the views of parents were taken into account through discussions and questionnaires.

Inspector

Karen McWilliam

Full report

Information about the setting

Aunt Mary's Day Nursery opened in 1993 and was re-registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated detached property Heywood Rochdale and is managed by private provider. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 members of staff hold appropriate early years qualifications at levels 2, 3 and 4. The nursery opens Monday to Friday, from 7.30am until 5.30pm, for 51 weeks a year. Children attend for a variety of sessions. There are currently 46 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the programmes for literacy by consistently having pens and pencils available for children during everyday routine activities

Inspection judgements

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

Children make good progress because practitioners have a good understanding of child development and how children learn. Therefore, the quality of teaching is good and the activities and experiences that are provided for children have breadth and depth across the seven areas of learning. Before children are left in the nursery's care, practitioners obtain lots of useful information from parents regarding their child, which they use to complete a base line assessment. This ensures they know children well and their starting points. Practitioners then use this information effectively to support children as they are settling and to take their learning forward. Practitioners throughout the nursery complete regular observations and assessments of children and plan interesting activities that meet their individual needs. As a result, children are eager to learn and successfully acquire the skills for their future learning in at school.

Practitioners support children's communication and language skills by constantly interacting with them and skilfully questioning them during activities. For example, while children are eating their dinners practitioners ask lots of open-ended questions that challenge their thinking, such as 'where do the potatoes come from' and 'what do we use to cut them'. Children engage in the conversation and are encouraged to think about keeping themselves safe as they talk about sharp knives and scissors. In addition, regular song and story sessions further support children. Children for whom English is an additional language are very well supported. Practitioners plan a good range of activities

and organise displays well to support children with learning key words. As a result, all children acquire good use of language. The practitioners in the baby room understand the importance of focusing their support on promoting babies' communication and language, personal, social and emotional and physical development. They respond appropriately to babies babble and words to support their language development. For instance, while sharing a book children point to the book and say 'nose' the practitioner praises them and asks 'where's your nose'. In addition, they are fully engaged as they imitate the actions of the practitioners as they sing rhymes. Practitioners provide a wide range of sensory and messy play activities. For example, babies enjoy exploring yoghurt, rice pudding and paint. Their physical skills are very well supported. Babies competently post shapes into sorters, crawl up and down the soft play ramp and manipulate the sensory board. In addition, there is ample space for them to practice their walking.

Children's mathematical development is promoted through a good range of planned and spontaneous activities. For instance, they count the chicks they are looking after as they are brought out of their tank. They weigh a range of resources on the scales, they use a wide range of shaped cutters with the play dough and empty and fill different sized containers in the sand and water trays. As a result, children learn about numbers, shapes, weight and measure. Tools to make marks are readily available, such as, pencils, crayons and pens. Pre-school children have regular 'letters and sounds' sessions to further support their literacy development. They are beginning to form recognisable letters and words and can competently sound out the letters of their names. Although, children are making very good progress with their literacy skills, practitioners occasionally miss some opportunities to help children progress their writing skills to their maximum potential. For instance, during a creative activity pencils were not consistently available throughout the activity, so that all children have the opportunity to write their own names on their work. Children gain good skills in their understanding of the world. They have access to computers and tablets and therefore, learn about information and communication technology. Children plant and water flowers, look after the chicks and visits local farms. Therefore, they learn about caring for living things. Furthermore, children explore a range of festivals, such as Easter and Chinese New Year and photographs of their families are displayed in the nursery for children to talk about with their friends. As a result, they learn about the diversity of the world in which they live. All children have access to a good range of equipment to support their physical development. They dig in the digging areas, ride wheeled toys and have space to run around outdoors.

Practitioners have implemented numerous ways of involving parents in their child's learning and development. For example, they hold parent sessions twice a year, so that they can come into the nursery for an hour, talk to their child's key person, they can look through and comment in their child's development file and take part in the activities on offer. In addition, parents receive regular progress reports of their child's development. As a result, parents state they are fully informed and involved with their child's care and learning.

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

The registered provider failed to notify Ofsted of a change to the manager of the nursery. This is the second time that this provider has failed to meet this legal requirement. This does not demonstrate that a high enough regard is paid to the safety and well-being of children. Individualised settling-in sessions ensures children form suitable relationships with their key person before they are left in the nursery's care. Practitioners obtain lots of useful information from parents regarding their child's individual needs and use this to support children while they are settling. Children show they feel secure by snuggling in with their key person for reassurance when they are upset. Children's independence is fostered well. For example, they help to tidy up at the end of each session and pre-school children serve their own meals. Practitioners ensure children are emotionally prepared for school by welcoming the teachers into nursery to meet them and talking to children about their new schools.

Practitioners are good role models, who set clear boundaries and use consistent strategies to manage behaviour. Therefore, children are well-behaved. Children's awareness of keeping themselves safe is supported through an adequate range of planned activities. For instance, children take part in regular evacuation practises. Therefore, they know how to proceed in the event of an emergency, such as a fire. Children have access to a good range of resources, both indoors and out, which are safe, clean, accessible and age-appropriate.

Children's health is effectively supported. Practitioners give children clear messages about the importance of a healthy lifestyle. For example, children are reminded to use tissues when they sneeze, they discuss healthy eating and they grow their own vegetables. Children benefit from regular exercise outdoors in the fresh air. They learn about good hygiene routines and readily wash their hands before eating.

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

This inspection was brought forward due to a concern received by Ofsted that the provider failed to notify them of a change in manager. At inspection it was found that the provider had not notified Ofsted of the new manager. This is an offence on the Early Years Register and demonstrates that the provider does not have a thorough understanding of the safeguarding and welfare requirements. This is also a breach of the Childcare Register requirements. Practitioners demonstrate a suitable understanding of the safeguarding and welfare requirements. They have a secure understanding of the possible indicators of abuse and how to proceed should they be concerned about any child in their care. In addition, practitioners know the procedure to follow if there are any allegations concerning the adults who work in the nursery. As a result, children are protected from harm while in their care. Recruitment procedures are robust to ensure that all adults are suitable to work with children. Practitioners ensure the environment is safe for children to play and explore by completing rigorous daily checks and risk assessments. All the required paperwork is in place and meets legal requirements. For example, medication and accident forms, which

underpins their practice.

The manager demonstrates a secure understanding of the learning and development requirements. She has a range of effective monitoring processes in place that contribute well to ensuring the quality of teaching and learning is consistently good. For example, she monitors the educational programmes to ensure children are offered a wide range of experiences that supports their progress across the seven areas of learning. Children's individual assessments are regularly monitored, including the progress check at age two. Cohort assessments are also continuously checked to ensure there are no gaps in groups of children's learning, for example, two-year-old funded children. The manager monitors the practitioner's interactions and the quality of teaching via peer observations, reviews and appraisals and any training needs that are identified are addressed. Self-evaluation is used well to drive improvements forward. For example, the action and the recommendations have been addressed from the last inspection and since their last inspection a separate play area has been created for the babies. Therefore, they can enjoy the outdoors at any time during the day undisturbed by older more boisterous children. Furthermore, the manager ensures parent's views are included in their self-evaluation process through questionnaires and verbal discussions.

Partnerships with parents are positive and they are extremely complimentary of the practitioners and the service they provide. They say they are really happy, they trust staff implicitly and they have never had any concerns. Practitioners demonstrate a secure understanding of working alongside other agencies, when required, to ensure children's individual needs are met. They also demonstrate a good understanding of the advantage of liaising with teachers when the time arrives for children to move onto school, in order to provide a complementary and consistent approach to their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager of childcare. (compulsory part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY420006
Local authority	Rochdale
Inspection number	965595
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	46
Name of provider	Aunt Mary's Nurseries Limited
Date of previous inspection	07/09/2011
Telephone number	01706626001

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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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