

# Aunt Mary's Day Nursery

Taylor Street, HEYWOOD, Lancashire, OL10 1EF



## Inspection date

16 January 2015

## Previous inspection date

17 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Safeguarding is a priority. The staff's knowledge and understanding of child protection issues is secure and effectively promotes the safeguarding arrangements.
- The key-person system is effective. Staff understand how best to relate to families from diverse and disadvantaged backgrounds. As a result, the individual needs of children are met.
- Working in partnership with parents is an integral part of the provision, and home learning is effectively promoted to reinforce and extend children's learning and development.
- Children make good progress in the well-organised, stimulating indoor and outdoor play areas.
- Staff receive in-house training and self-evaluation strategies have improved. This includes staff observing each other to gain a better understanding of teaching practice, to improve their interactions with children.

### It is not yet outstanding because:

- Systems are in place to monitor the quality of teaching and learning and the educational programmes. As a result, touch screen technology has recently been introduced to enhance children's play experiences. However, sometimes these activities lack sufficient challenge because children are not always clear about what is expected from them.

## What the setting needs to do to improve further

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

- enhance the quality of teaching and learning in relation to the children's use of the new touch screen technology, to ensure children know what is expected from them and that learning is sufficiently challenging and linked to prior learning, enabling children to achieve their potential and demonstrate their achievements with others.

### Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff practice and their engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the nursery manager in relation to teaching and learning.
- The inspector looked at children's records of achievement, observations and assessments, which are stored electronically, in addition to other relevant documentation.
- The inspector checked staff's suitability and qualifications, and discussed issues arising from the nursery's self-evaluation and action plan.
- The inspector took account of the views of children and a parent spoken to on the day.

### Inspector

Cathleen Howarth

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good range of activities to promote children's learning and development across the seven areas of learning. Babies enjoy a wide range of sensory experiences to support their learning, such as mark making in yoghurt. Toddlers measure flour and water and mix them in bowls, adding food colouring and more water to experiment with texture and colour. Staff have embraced technology for education and recently introduced touch screen technology to the setting. Pre-school children are keen to have a go and they soon grasp new knowledge and skills. However, it is still a novelty and they are not always clear about what is expected from them. Sometimes staff miss opportunities to link technology to children's prior learning, such as literacy, mathematics and language. Occasionally opportunities are missed for children to demonstrate to others what they have learnt. Staff observe and track children's achievements with a new electronic assessment tool to show parents how children make continual progress. Children are developing the skills, attitudes and dispositions they need to be ready for the next stage of learning, in an exciting learning environment.

### **The contribution of the early years provision to the well-being of children is good**

The safeguarding and welfare requirements are fully met. The key-person system is embedded and new children are given time to explore the environment at their own pace. As a result, they settle quickly. Staffing arrangements are consistent. Children are familiar with the staff and readily seek them out for comfort when needed. Daily care practices, such as nappy changing and feeding, carried out by the main carer, support children's emotional security and self-esteem. Staff are good role models. They play alongside children, helping the younger ones understand how to share and take turns. This helps children to form strong attachments with peers and to quickly understand what behaviour is acceptable. The manager ensures that all staff implement policies and safe working practices to effectively support children's health, safety and well-being.

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

Following in-house staff training, self-evaluation procedures improved. The manager checks and reviews the quality of provision and children's progress. She uses information obtained at staff supervision to set targets and drive improvement. Self-evaluation accurately identifies how the nursery can improve further. The action plan prioritises staff training in relation to new technology, including software used to complete children's assessments and provide instant and accurate reports for parents and others. It also includes training for the nursery's special educational needs coordinator. In addition, the manager will continue to develop strategies to ensure teaching practice continually improves. Staff monitor the progress of children who arrive during the year speaking English as an additional language. Systems are in place to ensure children with special educational needs and/or disabilities and those from disadvantaged backgrounds receive the support they need.

## Setting details

<b>Unique reference number</b>	EY420006
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	978574
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Aunt Mary's Nurseries Limited
<b>Date of previous inspection</b>	17 April 2014
<b>Telephone number</b>	01706626001

Aunt Mary's Day Nursery was re-registered in 2011 and is privately owned. The proprietor employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2 to 5. The nursery is open from Monday to Friday for most of the year. It is closed over the Christmas period. Hours of opening are from 7.30am until 6pm. The nursery receives funding for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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