

Aunt Mary's

Stonehouse, Dell Road, Healy Dell, Rochdale, Lancashire, OL12 6BG



Inspection date	10 July 2015
Previous inspection date	14 June 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider and manager have a poor understanding of the safeguarding and welfare requirements. They do not demonstrate an adequate understanding of their roles and responsibilities in ensuring that the provision meets all requirements. Therefore, leadership and management are weak and the provider and manager are not able to identify and address weaknesses in the provision.
- The staff know the procedure for reporting concerns about staff practice to the management team or to relevant outside agencies. However, members of staff, including senior staff, have failed to identify significant issues and report them appropriately.
- The provider and manager do not oversee practice in the nursery well enough to identify the inappropriate practice in behaviour management and in the general care of children that is taking place.
- The provider does not ensure that the premises are safe and that any risks are identified and minimised.
- The key-person system is not effective. Some children are not supported emotionally and some staff show disengagement towards children.
- Some staff, including senior members of staff, do not interact well with the children. Older children are not regularly provided with challenging and exciting experiences. Therefore, not all children make the best possible progress in their development.

It has the following strengths

- When children with special educational needs and/or disabilities are preparing to move on to school, the staff provide comprehensive documentation for the school to support the continuity of care and learning for the child.
- Staff caring for children aged under two years understand their roles and provide children with a caring and supportive environment that meets their needs well.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure all staff receive safeguarding training so that they are competent and knowledgeable to recognise any inappropriate behaviour from staff, and can take appropriate action in the event of an allegation being made against a member of staff

ensure staff manage children's behaviour appropriately

take all reasonable steps to protect children's safety and welfare by identifying and minimising all risks.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all members of the management team are fully aware of their roles and responsibilities set out in the Early Years Foundation Stage, and ensure they have sufficient knowledge and understanding to identify and address any areas of weakness
- ensure that the performance management of staff is improved through appropriate training and effective supervision to foster a culture of mutual support, team work and continuous improvement, and to ensure that all children experience good teaching
- ensure all children are assigned an appropriate key person who delivers individual care and learning and forms secure attachments with their key child
- Ensure staff plan a range of challenging activities and enjoyable experiences for each child in all of the areas of learning and development and respond to each child's emerging needs and interests through positive interaction
- ensure there is an adequate supply of clean bedding and spare clothing to meet children's needs.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed activities and the quality of teaching in all three age groups, inside and outside.
- The inspector looked at a sample of children's assessment records from all three age groups and discussed the systems for planning all children's play experiences with the manager and staff.
- The inspector carried out a joint observation with the manager in the pre-school room.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection, and held meetings with the provider and manager.
- The inspector viewed a number of written policies and discussed procedures with staff and the management team regarding safeguarding and behaviour management.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the provider's procedures for self-evaluation.

Inspector

Joanne Parrington

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Management and staff have an adequate understanding of the learning and development requirements. Staff provide resources across all rooms that sufficiently cover the seven areas of learning. Generally, children are active and enjoy playing with their friends. Children under two years enjoy a range of activities promoting their learning in personal, social and emotional development, communication, language and physical development. Staff caring for these children have a good understanding of their needs and meet them well. Therefore, these children gain the skills needed for their next stage in learning. However, not all staff provide older children with such a rich and challenging day, which hinders the rate with which progress is made. Furthermore, not all staff interact well or in a positive manner with children. This results in some children crying and others displaying negative behaviours. Children's learning opportunities are not always effectively supported by staff. Staff carry out observations of children's play experiences and use these to assess children's development. The monitoring of children's progress is shared with the management team, who use the information to highlight any gaps in learning. The information shows that children are reaching expected levels of development. However, external influences, such as parents' teaching at home, contribute to this progress. Pre-school children are gaining the basic skills they need for school. Information that staff prepare for the teachers when children with special educational needs and/or disabilities are leaving to move on to the school is comprehensive and helpful.

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

Children's individual emotional needs and well-being are not considered sufficiently. Some children are not allowed to sleep when they need to, even though they show signs of being tired. Their requests are ignored and this results in them crying. Additionally, after lunch, children aged between two and three years are told to lie down and have a sleep. When children appear not ready for a sleep, staff intervene and position themselves inappropriately, physically restricting children from moving. These care practices do not support children's physical and emotional well-being. Staff behaviour management strategies are not effective. Some staff are abrupt in their manner with the children and deal with children's behaviour in an inappropriate way. Staff raise their voices and use negative language to convey their disappointment with the children. All children have an allocated key person. However, the management team have not thought clearly about which member of staff is best positioned to support children's individual care and learning needs. For example, children who attend full time are allocated key persons who only work less than half of the time. In addition, children who need a lot of support are allocated to the least experienced, unqualified members of staff. Children's safety is not always assured. The provider does not effectively identify or address hazards in the nursery. Electronic equipment is placed on high shelves, leaving trailing wires which children can pull. Hazardous cleaning products are not stored out of children's reach. The flooring in the pre-school room is not adequate. It is raised in many areas which results in children tripping over unnecessarily. Throughout the nursery, rugs are used to define areas. However, many have turned up corners which are also trip hazards. Furthermore,

systems to restrict children from entering rooms where there may be unsuitable items, such as the staff room, are not always followed by staff. Children have their own designated bedding. However, children aged two to three years sleep on dirty and stained bedding that has not been washed. The general cleanliness of the nursery is not satisfactory.

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

The managers and staff are well qualified but this is not reflected in practice. There are significant weaknesses in their ability to identify inconsistencies in the staff's abilities to deliver good quality care and learning for all children. In addition, their understanding of appropriate behaviour management techniques is weak. Staff have received behaviour training but there are still significant weaknesses that require further improvement. Staff understand the procedure to follow if concerned about a colleague's practice. However, no members of staff have raised concerns about some inappropriate practice that is occurring. The managers monitor staff practice through supervision meetings, but these are ineffective and do not correctly identify the weaknesses in staff practice or ensure that staff meet children's safety and well-being needs. The management team complete a self-evaluation process and include staff, parents and children. However, the provider's and manager's perceptions of the setting are not accurate. This is because they do not have a sufficient understanding of how to recognise and promote good practice that meets the requirements of the Early Years Foundation Stage. As a result, they have not identified the significant weaknesses and do not have sufficient plans in place to address the issues.

Setting details

Unique reference number	EY413823
Local authority	Rochdale
Inspection number	851448
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 4
Total number of places	42
Number of children on roll	57
Name of provider	Right Start Day Nurseries Ltd
Date of previous inspection	14 June 2011
Telephone number	01706640272

Aunt Mary's was registered in 2010. The nursery opens Monday to Friday from 7am to 6pm, all year round, excluding bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 11 members of staff, including the manager. Ten staff hold appropriate early years qualifications at level 2 or level 3, and one member of staff has gained Early Years Professional status.

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