

Inspection date

7 December 2015

Previous inspection date

10 July 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff have a good understanding of how children learn and use this knowledge skilfully to teach and engage children in well-planned activities. As a result, children make good progress in their learning and development.
- Staff are well qualified and have recently attended a good range of training courses. The manager makes good use of staff skills and experience to enhance the care and education that children receive.
- Leaders and managers monitor the work of staff well. They regularly evaluate practice to identify the main strengths and any weaknesses. This helps to ensure the nursery continuously improves children's skills and abilities.
- Children are happy and settled because they have formed trusting relationships with staff who are attentive to their needs. This, in turn, means that children have much self-confidence.
- Staff have a good knowledge and understanding of their responsibility to keep children safe. This means that children are well protected and can play and learn in a safe environment.
- Self-evaluation clearly identifies developments for the future, and includes the views of staff, children and parents.

It is not yet outstanding because:

- Some evaluations of adult-led activities are not completed in enough detail. This means that on occasions the impact of teaching on children's learning is not always clear.
- There is room to develop the different ways parents are provided with information about how they can support their child's learning at home.

What the setting needs to do to improve further

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

- improve the quality of evaluations of planned activities to clearly show the impact on children's learning.
- develop further the systems that are already in place to encourage children's learning and development at home.

Inspection activities

- The inspector reviewed a wide range of documentation such as, policies and procedures, planning, children's development files and the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the provider, the staff and the manager at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the provider.
- The inspector observed children during activities, both indoors and outdoors.

Inspector

Stephanie Nixon

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff fully understand the requirements of the Early Years Foundation Stage. Since the last inspection, they have worked in close partnership with the local authority to identify areas for improvement, and quickly acted to make required changes. Safeguarding is effective and staff have a good understanding of the signs and indicators of abuse which helps them to keep children safe. The management team has detailed procedures in place for reviewing children's individual progress, including the progress made by different groups of children. This ensures that those in need of additional support receive it quickly so that any gaps in learning are closed. The nursery has developed positive links with external agencies which helps them to access targeted support for children in their care.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's interests and what they know and can do. Staff use this information to plan challenging activities for the next stage in children's learning. However, at times these activities are not evaluated in enough detail to ensure future activities are sharply focused on children's learning needs. The quality of teaching across the nursery is good. Babies thoroughly enjoy a sing and sign activity. Their communication and language skills are encouraged well as they join in with familiar actions and signs. Toddlers develop their early reading skills as they explore Christmas stories in their cosy igloo. Activities in the pre-school provide a good level of challenge to prepare children for school. For example, children enjoy a 'dough gym' activity where pencil control skills are developed. Staff regularly observe and assess children's progress. The management team monitor the quality of staff's assessments which helps ensure its accuracy. When children start at the nursery staff collect information from parents to assess children's progress. However, some parents are not contributing regularly to their child's ongoing development, which is an area for further development.

Personal development, behaviour and welfare are good

The nursery has a good key-person system in place and children are secure in their environment. Children receive lots of cuddles and reassurance from staff which helps to support their emotional well-being. Children benefit from access to fresh air and exercise in the outdoor play area and local nature reserve. Before children move to school, staff arrange for children to meet their new teacher. This helps them to be emotionally ready for school. Behaviour is good. Staff regularly remind children of the right way to behave and teach the children about mutual respect and tolerance. Children are encouraged to take risks and to make their own decisions about how to keep themselves safe. This helps promote their self-esteem. Parents speak fondly of the kind staff who care well for their children.

Outcomes for children are good

All children make good progress, including those with special education needs/and or disabilities. This is due to the effective systems in place for assessing and monitoring the progress children make in their learning.

Setting details

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| Unique reference number | EY413823 |
| Local authority | Rochdale |
| Inspection number | 1029200 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 42 |
| Number of children on roll | 49 |
| Name of provider | Right Start Day Nurseries Ltd |
| Date of previous inspection | 10 July 2015 |
| 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 12 members of staff, including the manager. Eleven 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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