

Maisie Days Ltd T/A The Nursery

29 Lodge Lane, Aston, Sheffield, S26 2BL



Inspection date	17 January 2018
Previous inspection date	17 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The provider effectively implements a key-person system. Children develop secure and meaningful relationships with staff and other children. They settle well and are emotionally secure and confident in the welcoming, nurturing environment.
- Leaders are ambitious, extremely motivated and strive for excellence and continuous improvement. They demonstrate a passionate and committed attitude towards their coordinated working practices in supporting children's welfare and development.
- Staff have high expectations of what each child can achieve in their learning and development. They generally use the nursery's effective systems well to observe children's play and plan for the next steps in their learning.
- Staff demonstrate a dedicated approach to providing a stimulating environment for children. This inspires children to join in with the experiences provided.
- Staff support children well to learn through purposeful play. Staff are generally skilled in describing what is happening, asking questions and modelling language as children play. This helps to extend children's vocabulary while promoting their understanding.

It is not yet outstanding because:

- Systems for the performance management of staff do not fully explore ways to achieve outstanding teaching practice.
- Although staff closely monitor the progress made by individual children, the manager does not compare the progress of different groups, to make sure each group benefits from highly tailored support that promotes their rapid progress.

What the setting needs to do to improve further

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

- make even better use of staff performance management systems and monitoring to develop their skills and attributes, to further enrich practice that delivers the highest quality provision and excellent learning outcomes for all children
- enhance systems of monitoring information about the progress made by different groups of children and target interventions that improve outcomes for all children.

Inspection activities

- The inspector conducted a joint observation with the nursery manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the provider and the manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

Children benefit from successful communication methods used to involve parents in nursery experiences. Staff confidently share relevant information to promote continuity in children's care and learning and development. Staff make time to find out from parents about children's home language and how they can work together to support individual children's developing language skills. The arrangements for safeguarding are effective. Staff fully understand their responsibilities to respond to any concerns about a child's welfare. They are alert to the signs that may indicate that a child is at risk of abuse. There are effective recruitment and induction systems in place to ensure that staff are well qualified and they are suitable to work with children. Leaders use a range of methods to reflect on nursery practice and to make continual improvements to the provision.

Quality of teaching, learning and assessment is good

Staff reflect on children's interests and individual learning needs to creatively plan imaginative activities and experiences. Teaching is generally of a high quality and children make good rates of progress. Staff use props and repeat words back to younger children and ask questions. This helps encourage children to think and to express their thoughts and ideas as they choose a rhyme. Staff chat to babies about what they are doing as they practise their physical skills. They motivate babies to keep on trying. Staff promote children's mathematical skills well during small-group activities. Children learn to listen to each other and develop confidence in speaking in a group as they take turns. Most-able children make simple additions and confidently recognise that there are more boys than girls in the group.

Personal development, behaviour and welfare are good

Staff expertly arrange toys and resources to inspire children to explore recent learning, practise new skills and follow their own interests. Children play cooperatively. They get along with each other and respect each other's differences. Children choose what they would like to eat at snack time. Staff support them in pouring drinks and serving their own vegetables at mealtimes. Staff encourage children to try different foods. This helps children to make positive choices as part of a sociable experience. Children play outdoors where they have many opportunities to practise their physical skills and get plenty of fresh air.

Outcomes for children are good

Children are motivated learners who confidently explore and develop the skills they need for future learning. Children gain an early awareness and appreciation of diversity as they play imaginatively. Children learn to recognise the initial letter sounds in familiar words. They freely develop their ability to be creative, and access a wide range of resources to cut, glue and stick. Children practise their early writing skills as they write their names on pictures they draw and paint. Younger children and babies make marks with crayons, scribe on whiteboards and trace their fingers in dry sand. Babies and younger children listen to stories and enthusiastically join in with songs and rhymes.

Setting details

Unique reference number	EY466476
Local authority	Rotherham
Inspection number	1088185
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	46
Number of children on roll	73
Name of registered person	Maisie Days Ltd
Registered person unique reference number	RP532868
Date of previous inspection	17 January 2014
Telephone number	0114 2877650

Maisie Days Ltd T/A The Nursery registered 2013. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one at level 4 and there are three with early years degrees. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 8am until 6pm, with earlier and later times available on request. The nursery provides funded early education for two-, three- and four-year-old children.

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