

# Aunty Sue's Day Care

St Johns Centre, St John Street, Mansfield, NG18 1QH



## Inspection date

24 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not assess children's learning precisely. They do not accurately identify children's next steps in learning. This means that children are not provided with enough individual challenge to make good progress in their learning.
- Staff do not consistently engage with parents to ensure an ongoing two-way flow of information is shared. They do not always provide parents with enough relevant information about how they can support and continue their children's individual learning at home.
- Although the management team has introduced new systems to help evaluate staff performance, these do not thoroughly identify or address all weaknesses integral to teaching.

### It has the following strengths

- Children develop a strong sense of belonging in the nursery. They form trusting relationships with caring and attentive staff.
- Children know what is expected of them. They respect the boundaries they are set and behave well. They are settled and happy and demonstrate a strong sense of self-confidence and emotional security.
- Older children are independent and sociable. They confidently speak with visitors and follow instructions and routines willingly.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that staff observe and assess children's learning accurately, to consistently identify where children are at in their development and plan precisely for the next steps in their individual learning so that they make good progress, and to ensure that any gaps in learning are identified and addressed</li> </ul>	13/06/2018
<ul style="list-style-type: none"> <li>■ work more closely with parents to encourage them to contribute more information about their children's learning and to help them further support their children's progress at home</li> </ul>	13/06/2018
<ul style="list-style-type: none"> <li>■ implement rigorous supervision arrangements for staff and provide support, coaching and training that improve their personal effectiveness.</li> </ul>	13/06/2018

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Tina Garner

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The new management team meets regularly with staff to hold informal discussions about different aspects of their practice. They have started to introduce new systems for monitoring staff performance and evaluating some aspects of the provision. However, these systems do not thoroughly identify or address all weaknesses integral to teaching, such as assessment. Staff lack confidence in some aspects of their practice, for example, in planning activities that match individual children's next steps in learning. Arrangements for safeguarding are effective. All staff are secure in their knowledge of the safeguarding policies and know what to do should they have a concern. Children are continually supervised because staff deployment is addressed well in all play areas.

### **Quality of teaching, learning and assessment requires improvement**

Although staff are experienced and well qualified overall, they do not assess children's progress well enough. This means that planning is not sufficiently precise, so that any gaps in learning close rapidly. Consequently, children are not yet fully supported to make good progress in all areas of learning. In spite of this, they enjoy their time at the nursery. Children have periods of free play where they access plentiful resources indoors and outside. They make choices and follow their own play interests. Staff play alongside children and effectively model how to use resources. As a result, all children enthusiastically explore and investigate. Babies curiously explore their surroundings and access sensory play equipment that keeps them engaged in purposeful play. Toddlers are keen to press buttons and turn knobs and dials. Older children are encouraged to make marks, draw and paint, to help them learn early writing skills.

### **Personal development, behaviour and welfare require improvement**

Not all children are successfully supported to make as much progress as they can. Parents are not yet fully involved in their children's learning. Staff do not support parents enough to help guide their child's learning at home. Nevertheless, staff provide an inviting learning environment. Toys and resources are arranged well and inspire children's curiosity and independence. All children enjoy active play and spending time in the fresh air. They are given gentle reminders about good hygiene practice, such as why they need to wash their hands at pertinent times. Younger children feed themselves, while older children learn to serve themselves and make choices about what they want to eat. This helps to develop good independence skills.

### **Outcomes for children require improvement**

Not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. However, older children are starting to match quantities to numerals, count up to 10 and add numbers together. Toddlers confidently join in singing activities and enjoy listening to stories. All children have good levels of self-esteem and positive attitudes towards learning.

## Setting details

<b>Unique reference number</b>	EY499059
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1049066
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	141
<b>Name of registered person</b>	Aunty Sue's Day Care Limited
<b>Registered person unique reference number</b>	RP901136
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01623 633502

Aunty Sue's Day Care registered in 2016. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2, 3, 5 or 6. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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