

Aunty Sue's Day Care

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



Inspection date	4 February 2019
Previous inspection date	24 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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, manager and qualified staff team have worked very hard to make a number of improvements since the last inspection. They reflect well on what further positive changes can be made to enhance the service they offer. The provider supports the manager and staff well to implement these ideas.
- Staff feel well supported at the nursery and work well together as a team. The manager provides them with regular opportunities to discuss their roles, and they enhance their professional knowledge further through training provided.
- Staff provide a caring and welcoming environment for children. Each child has a key person who they turn to if they need help. They form strong bonds with the staff.
- Staff work effectively with parents and other professionals to help promote children's ongoing learning. They keep parents well informed of the progress children are making and provide ideas so that they can continue learning at home.
- Children make good progress from their starting points. Staff regularly observe children's play and build on their interests to extend their learning. Staff consistently engage children in meaningful interactions and actively join in their play and games.
- Occasionally, children's next steps in learning are not identified precisely enough across all areas of their learning and development. This means that some children are not making sufficient progress in their weaker areas.
- Although the manager has identified improvements that can be made to the outdoor environment, these have not been implemented to support children who prefer to play outside, in order to further extend their learning.

What the setting needs to do to improve further

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

- strengthen staff's assessments of children's learning and focus more precisely on identifying exactly what children need to do next, to help them make the best possible progress
- continue to review and enhance the provision for outdoor play in order to maintain high standards of practice and the good outcomes achieved for children in outdoor learning.

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 nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views via their written references for this inspection and recent parent surveys.

Inspector

Sue Riley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a robust understanding of their roles and responsibilities in safeguarding children. They know the procedures to follow should they be concerned about a child's safety or welfare. Effective recruitment, induction procedures and ongoing staff appraisals help staff gain a secure knowledge of their roles and responsibilities. Staff now receive effective supervision that supports them well in developing their practice and meeting children's needs. Staff use additional funding efficiently to provide extra support for children as required. Parents comment that they are pleased with the good progress their children make. They speak very positively about the new online system for keeping them very well informed about their children.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities which capture the children's interests and keep them highly involved. For example, the younger children become totally engrossed as they play with the cornflour and water mixture. They use their hands and small tools to explore and investigate. Staff model language clearly and use effective questioning to help children develop a good vocabulary, explore their ideas and provide challenge. The manager monitors the progress of children across the whole nursery. This supports her to efficiently identify any gaps in children's learning that may emerge. For example, last term the manager identified that some children had not made sufficient progress in mathematics. Staff now successfully thread aspects of mathematics through most activities and routines.

Personal development, behaviour and welfare are good

Children understand the importance of washing their hands and following good hygiene routines. They are provided with a range of healthy meals and snacks throughout the day. Staff help children become independent and manage their own personal needs. For example, children serve themselves at mealtimes and skilfully manage utensils, such as tongs. Behaviour in the nursery is good and staff interact positively with children, for example by praising them for their achievements. Children learn to share and take turns with their friends. Staff provide a range of experiences for children to learn about other cultures that are different from their own. They take part in regular outings in the local community to learn about the wider world. Children learn the importance of road safety when they go on an outing.

Outcomes for children are good

Children show a strong sense of belonging and are eager to have a go and take part in activities. Younger children thoroughly enjoy playing musical instruments and explore the sounds they make. Older children spend time drawing on the whiteboard and talk eagerly about the marks they have made. Toddler children practise building towers with wooden blocks, which helps them to develop their hand-to-eye coordination. Older children sit well as they listen to a story and enthusiastically ask questions about the plot. Children are active and independent learners who become absorbed in their play. All children, including those who speak English as an additional language, develop skills for their next steps in learning, such as starting school.

Setting details

Unique reference number	EY499059
Local authority	Nottinghamshire County Council
Inspection number	10084982
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	48
Number of children on roll	143
Name of registered person	Aunty Sue's Day Care Limited
Registered person unique reference number	RP901136
Date of previous inspection	24 May 2018
Telephone number	01623 633502

Aunty Sue's Day Care registered in 2016. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, eight hold level 3 and two hold level 2. The nursery opens Monday to Friday for 51 weeks of the year, closing only during Christmas week and on bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

