

# Maisie Days Ltd T/A The Nursery

29 Lodge Lane, Aston, Sheffield S26 2BL



<b>Inspection date</b>	4 April 2019
Previous inspection date	17 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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, who is the acting manager, is committed to providing a high-quality provision. She works hard alongside her staff team to continually improve outcomes for children. They reflect on and evaluate their practice to drive further improvements.
- Staff support children and their families well. Partnerships with parents are effective. Staff share a range of information about children's personal care and learning. Parents are very complimentary about the service provided.
- Staff promote children's learning well and provide many opportunities for them to develop a wide range of skills in all areas of learning. Children receive good encouragement and concentrate well during activities. Staff quickly identify gaps in children's learning and provide tailored support to promote good progress.
- Staff are warm and welcoming with the children. They are effective in supporting children's strong emotional attachments. This helps children to settle in quickly and become ready to learn.
- Children behave well. Staff are positive role models for children and help them to follow the rules and boundaries in the nursery. They praise the children for their achievements. This helps to promote children's confidence and self-esteem.
- Staff do not consistently gather information from parents about the skills and knowledge children already have on entry to the nursery to promote more rapid progress from the outset.
- Other than attending mandatory training, the manager has not introduced a targeted programme of professional development to further enhance the quality of teaching and learning.

## What the setting needs to do to improve further

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

- consistently gather detailed information from parents about what children already know and can do when they start at the nursery
- extend the programme of professional development, to raise standards in teaching and learning even higher.

### Inspection activities

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

#### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to recognise signs of possible abuse and to report any concerns they might have about children in their care. Robust recruitment, vetting and induction are thorough, to ensure staff are suitable to work with children. Staff make sure the environment is kept safe and secure. The manager monitors and ensures that staff attend mandatory training, for example paediatric first-aid. Regular supervision meetings between the manager and staff foster good communication and positive working relationships that benefit children who attend. Parents are satisfied with the service they receive and the timely responses to meet children's needs. Self-evaluation is effective. The provider is fully committed to maintaining and improving the quality of the service they offer.

### Quality of teaching, learning and assessment is good

Staff carry out regular observations of children during play and use these to identify their next steps in learning. Good-quality teaching and swift interventions to close gaps in children's learning support them to achieve positive outcomes. Staff support children's communication and language development successfully. They help children communicate through sign language, sing songs and talk to children as they play. Staff plan an interesting range of activities that encourages children to investigate and make new discoveries. Babies become engrossed as they use their senses to explore. For example, they push their hands and fingers in the coloured sand and scoop it up to fill and empty containers. Older children listen carefully, to identify the sounds that different musical instruments make.

### Personal development, behaviour and welfare are good

Children enjoy their time at this welcoming nursery. They demonstrate that they feel safe and secure as they leave their parents on arrival to start to play. Children develop good personal and social skills. They talk with staff and friends during meal times. Children receive plenty of praise and support from staff, which helps to develop their confidence and raise their self-esteem. Staff promote children's good health well. For example, children benefit from nutritious snacks and meals and enjoy regular opportunities to play outdoors. Overall, staff are aware of and meet children's individual care needs and routines. Older children understand and adopt healthy habits, such as good hygiene practices.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, grow in confidence as they make independent choices about where and what they want to play with. Early writing skills are emerging as children make marks and begin to recognise letters. Older children are learning that letters represent sounds. Children count and notice differences in size, colour and shape. They listen carefully to instructions and understand the nursery routine. Children develop essential skills in communication, coordination and their ability to work and play in groups. All children develop the skills they need in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY466476
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10101687
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	46
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Maisie Days Ltd
<b>Registered person unique reference number</b>	RP532868
<b>Date of previous inspection</b>	17 January 2018
<b>Telephone number</b>	0114 2877650

Maisie Days Ltd T/A The Nursery registered 2013. The nursery employs 13 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 4, six at level 3, two at level 2 and one is unqualified. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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