

Auntie Jayne's House

Benty Heath Farm, 82 Whaley Lane, Thingwall, Wirral, Merseyside CH61 3UW



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| Inspection date | 4 June 2019 |
| Previous inspection date | 19 February 2016 |

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

- Parental partnerships are a strength of this small, friendly nursery. Parents describe staff as 'caring' and 'nurturing'. They comment positively about the online tracking system. Parents state that it promotes good two-way sharing of information about children's learning and development. For example, they talk about children's current targets, such as helping them to look for familiar letters in the environment.
- The manager and her supportive deputy monitor all children's progress closely. This helps them to make accurate assessments of children's development and identify any gaps in learning. They use early years pupil premium effectively to support children to catch up and make good progress.
- Staff are positive role models. They are polite and respectful to each other and children. For instance, they value children's opinions and consult them when setting boundaries. As a result, children are well behaved and know the simple rules well.
- Children have good opportunities to engage with the natural world. For example, they initiate bug hunts and eagerly look in books to help them to identify the insects they find. They learn how to care for plants, such as herbs.
- Children show good levels of independence. For instance, younger children feed themselves and tidy up. Older children pour their own drinks and wash plates. They take responsibility for keeping the environment safe, for example by wiping tables and sweeping up crumbs.
- Systems for sharing information with other early years settings children attend do not fully support a shared approach to children's learning.
- On occasions, planned activities do not fully meet the learning needs of all children participating.

What the setting needs to do to improve further

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

- extend arrangements for sharing information with other early years settings children attend, to fully support a consistent approach to children's learning
- provide even more opportunities for children to become fully involved and engaged in their learning.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with the children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and children's interests.
- The inspector spoke to a small sample of parents and took their views into consideration.
- The inspector had a tour of the nursery and viewed the resources available for children's use.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They confidently explain the appropriate procedures to follow if they are concerned children are at risk of harm. The manager and her deputy are clearly passionate about the nursery. They evaluate all areas of the provision and make positive changes. For example, they have recently purchased additional resources to further extend children's good learning opportunities outdoors. Staff receive regular feedback about their practice and have access to additional training to enhance their existing skills and knowledge. This helps to further raise the overall good teaching across the nursery. Staff have strong partnerships with health professionals, such as health visitors. The well-coordinated strategies support all children to make good progress.

Quality of teaching, learning and assessment is good

Overall, staff support children to develop in all areas of learning well. For example, staff model counting as babies take toys out of baskets. As older children enjoy playing with blocks, they use words such as 'tall' and 'high' to describe the models they are building. There is a sharp focus on language and literacy skills. For instance, staff provide a narrative for babies to prepare them for transitions in routines. They playfully join in with animal sounds as they share books with younger children. Staff have meaningful conversations with older children. For example, they discuss how to keep themselves safe when cooking. Younger children enjoy mark-making activities, such as painting. Older children write for different purposes. For example, they write about activities they enjoy at nursery.

Personal development, behaviour and welfare are good

Staff give priority to children's emotional and physical well-being. For example, children enjoy short meditation sessions and know that breathing deeply will help them to calm down and relax. They have frequent opportunities to be active in the fresh air. For instance, babies relish crawling on the grass. Older children strengthen their muscles as they dig in the mud and balance on tyres. Children enjoy nutritious meals prepared on the premises and have access to fresh water throughout the day. Staff provide a wide range of learning opportunities to support children to gain an awareness of diversity and the wider world. For example, children explore celebrations in other cultures, such as Chinese New Year. Older children regularly visit local care homes and relish participating in activities with residents.

Outcomes for children are good

Children are developing the key skills they need to prepare them for future learning. They are confident, inquisitive learners. For example, younger children investigate how things work as they press buttons and turn switches. They giggle as they blow bubbles and demonstrate perseverance as they try to put the wand back into the bottle. Older children are fascinated when they find a spider in the room and excitedly discuss how to put it outside without hurting it. Younger children explore sound as they enthusiastically bang spoons on pans. Older children learn about letters and the sounds they represent. Children happily greet visitors and proudly show them their pictures.

Setting details

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| Unique reference number | EY346178 |
| Local authority | Wirral |
| Inspection number | 10066966 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 33 |
| Number of children on roll | 67 |
| Name of registered person | Auntie Jayne's House Limited |
| Registered person unique reference number | RP526715 |
| Date of previous inspection | 19 February 2016 |
| Telephone number | 0151 929 5725 |

Auntie Jayne's House registered in 2007. The nursery employs nine members of staff. Of these, two hold early years qualification at level 6 and seven hold appropriate early years qualifications at level 3. The nursery operates Monday to Friday from 8am to 6pm all year round, except for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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