

Mary Kelly's Munchkins

127 Blackburn Street, Radcliffe, Manchester M26 3WQ



Inspection date	19 June 2019
Previous inspection date	12 November 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Leaders have not ensured that the required progress check for children age between two and three years is completed and shared with parents in a timely manner.
- Self-evaluation and monitoring processes are not used effectively to ensure all legal requirements are met.
- Occasionally, staff working in the 'tweenie' room do not give children sufficient time to respond to the questions that they ask.

It has the following strengths

- Since the last inspection, the leadership team has worked hard to successfully address the concerns previously raised. It has liaised closely with the local authority and made positive changes to the provision that have benefited children.
- Staff are kind, patient and caring and are positive role models. They have fostered secure relationships with children, who demonstrate that they feel safe and secure.
- Well-qualified staff provide children with a varied range of stimulating and challenging activities. Children are motivated and engaged in their learning. They independently choose what they want to play with and concentrate on their selected activities.
- Staff give children clear and consistent reminders to help them to understand what is expected of them. Subsequently, children's behaviour is good. Children show kindness and concern for each other. They work collaboratively, take turns and share resources.

What the setting needs to do to improve further

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

	Due date
ensure that the progress check for children aged between two and three years is completed and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning.	10/07/2019

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

- make better use of self-evaluation and monitoring procedures, to ensure that all legal requirements are met and any weaknesses are swiftly addressed
- support staff to develop their teaching skills, so that they consistently give children sufficient time to think and respond to the questions that are asked of them.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager, senior manager and provider. She looked at relevant documentation, such as the manager's development plans and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management requires improvement

Self-evaluation and monitoring systems are not fully effective. Despite working tirelessly to address the previous actions and recommendations raised, there remains a breach in legal requirements. The required progress check for children aged between two and three years has not been completed for some children. However, leaders monitor the effectiveness of the educational programme and help staff to further their knowledge and skills so that they are able to support children effectively. Frequent training opportunities are available and during staff meetings practice is discussed and learning is shared. Safeguarding is effective. Staff have a sound understanding of their role and responsibility in protecting children from harm. They are able to recognise the possible signs and symptoms of abuse and understand referral procedures.

Quality of teaching, learning and assessment requires improvement

Overall, staff complete precise assessments of children's learning and use the information obtained to plan purposeful next steps that reflect children's individual interests. However, staff have not completed the required progress check for children aged between two and three years. Therefore, a clear picture of each child's learning is not always promptly shared with parents to identify and close any gaps. In the main, staff use effective teaching strategies. They utilise descriptive language, talk to children as they play and name objects to aid children's emerging language skills. However, on occasions, staff working in the 'tweenie' room do not give children sufficient time to respond to the questions that they ask. Young children enjoy exploring the texture of sand. They scoop and fill containers, giggling in delight when staff bury objects for them to find. Older children enjoy making marks for a purpose as they write familiar letters from their name.

Personal development, behaviour and welfare are good

Children are happy, relaxed and show high levels of confidence and self-esteem. An effective key-person system successfully supports children's emotional well-being. Staff gather detailed information from parents when children first start at the setting to aid the settling-in process. Children enjoy spending time outdoors and have ample opportunities to develop their physical skills. Children learn about the natural world around them and how to care for living things. For example, children find a ladybird in the garden. Staff help children to identify what the ladybird might like to eat and together they create a temporary 'home' for the ladybird while they observe how it moves.

Outcomes for children require improvement

Although all children make satisfactory progress in their learning, weaknesses in assessment for children aged two years mean that any additional support may not be obtained swiftly enough to help children make the best possible progress. Despite this, children are developing some of the skills required for the next stage in their learning and eventual move to school. Children manage their self-care skills well. Young children learn about number and quantity as they sing songs while older children solve simple mathematical problems.

Setting details

Unique reference number	316735
Local authority	Bury
Inspection number	10085383
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	1 - 8
Total number of places	76
Number of children on roll	52
Name of registered person	F & J Rivers Quality Childcare Ltd
Registered person unique reference number	RP902358
Date of previous inspection	12 November 2018
Telephone number	0161 724 4184

Mary Kelly's Munchkins registered in 1986 and is located in Radcliffe, Manchester. The nursery employs 10 members of childcare staff. Of which, eight are qualified at level 3 or above, including two at level 5 and one who holds early years professional status. The nursery is open Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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