

Inspection of Mary Kelly's Rascals Day Nursery

69 Ainsworth Road, Radcliffe, Manchester, Lancashire M26 4FA

Inspection date: 7 April 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children are not always challenged in their learning. Staff are not always deployed effectively to meet the needs of all children. They do not plan purposeful learning opportunities for all children to ignite their curiosity and build on prior learning. Furthermore, staff are not always close by to engage in high-quality interactions with all children. Some children become distracted. Therefore, at times, this has an impact on their behaviour and attitude to learning. Some children run inside and use soft toys to hit each other. That said, older children play with the toys and resources that have been set up for them by the friendly staff. They enjoy doing jigsaw puzzles and playing card games with staff and their friends.

Most children arrive at nursery happy and pleased to see the staff. They part with ease from their parents at the door. This is a measure that the nursery has put into place to promote children's good health and keep them safe in response to the COVID-19 pandemic. In addition to this, children also sanitise their shoes and hands before they enter their rooms to play. At times, some children get a little upset. Staff offer cuddles to settle them. This provides children with reassurance and comfort.

What does the early years setting do well and what does it need to do better?

- Leaders have set intentions for what they want children to learn next. However, they do not ensure that staff fully understand the best way to implement these. As a result, the quality of learning opportunities that staff plan for children are inconsistent across the nursery. This leads to some children becoming disengaged during activities. Therefore, not all children make the progress they are capable of.
- Overall, staff support children to develop a love of reading. They share familiar stories with them, such as 'We're Going on a Bear Hunt'. Children enjoy acting out the main parts of the story. This helps to maintain children's attention. Staff make good use of songs to introduce children to new sounds and words. However, at times, staff do not always model the correct pronunciation of sounds when talking to children to support their growing vocabulary.
- Staff support children to learn about ways to keep themselves healthy. Children have time each day to play outside and get fresh air. They enjoy going on walks in the local community. Children visit another nursery to use the soft-play equipment. This helps to support their physical development. Children enjoy nutritious home-cooked meals.
- Staff are beginning to support children to learn about what makes them unique and other cultures and ways of life. This supports children to develop an understanding of the similarities and differences in the world around them.
- Leaders have an induction process in place for new staff. However, this is not

always effective. Leaders do not always ensure that staff have fully understood the nursery policies and procedures. Leaders have plans to improve the support staff receive, such as the introduction of peer observations. However, these have not yet been introduced. Therefore, not all staff receive the highest level of support to enable them to provide consistently good quality care and education for all children.

- Staff effectively support children with special educational needs and/or disabilities (SEND). Leaders work well with other professionals. They have tailored plans in place that meet the needs of children with SEND. Therefore, these children are ready for their next stage in learning.
- Parents share their views of the nursery. They comment on the things they are happy with, such as the caring nature of the staff. Parents express that this helps their children to settle. They comment their children are happy to attend nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out regular checks of staff to ensure they are suitable to work with children. Leaders and staff have a good knowledge and understanding of the possible signs and symptoms of abuse. They know how to correctly report concerns about the welfare of children. Staff carry out checks of the indoor and outdoor environment used by children to ensure they are safe. There is an emergency evacuation procedure in place that it understood and practised by staff and children. Staff are trained in paediatric first aid. They know how to correctly record accidents and share these with parents.

What does the setting need to do to improve?

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

	Due date
ensure staff are deployed effectively to meet the needs of all children	02/06/2022
ensure there are effective systems in place to support and monitor staff performance to make sure all children receive high-quality care and education.	02/06/2022

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

- improve planning to give all children meaningful learning opportunities to support them to make the progress they are capable of
- provide children with experiences that ignite their curiosity and that promote positive behaviour and attitudes to learning
- encourage staff to model the correct pronunciation of words in order to support children's growing vocabulary.

Setting details

Unique reference number	316743
Local authority	Bury
Inspection number	10232826
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 at time of inspection	0 to 4
Total number of places	80
Number of children on roll	97
Name of registered person	F & J Rivers Quality Childcare Ltd
Registered person unique reference number	RP902358
Telephone number	0161 725 9285
Date of previous inspection	27 March 2018

Information about this early years setting

Mary Kelly's Rascals Day Nursery registered in 1989. The nursery opens Monday to Friday, all year round excluding bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status, four staff hold appropriate early years qualifications at level 5, nine at level 3 and two at level 2.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of the interactions between staff and children with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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