

Inspection of Mary Kelly's Rascals Day Nursery

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

Inspection date: 16 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this welcoming nursery. They love to have a go and get involved in all learning opportunities. Children delight in taking part in activities that stimulate their senses as they feel different textures of paint, soil and cereals. Additionally, they show their creative side. For instance, children create their own unique works of art. They make their own flags and designs for a snail's shell. These activities also help children develop the muscles in their hands ready for future writing. Children make their own dough and experiment to find the correct quantity of ingredients. They develop their cutting skills as they use scissors to cut the dough into pieces. Older children learn about mathematical concepts, such as weight and measure. They use language such as 'heavier' and 'lighter', and compare different weights as they balance objects on the scales.

Children demonstrate embedded knowledge from prior learning. They tell each other in their play that 'red means stop' when recalling activities about road safety. They confidently talk about only crossing with an adult, the lollipop person or when a crossing has a green man. Children show they feel safe at the nursery. They seek comfort from staff if they feel sad or worried. Children are focused on the learning they take part in. During story times, children behave appropriately, contribute enthusiastically and allow their friends the time to speak. All children enjoy lots of outdoor play. They develop their coordination and balance as they learn to ride wheeled toys independently. Children enhance their hand-to-eye coordination as they knock over bowling pins with a ball. Older children proudly show their number knowledge as they correctly write and identify the numbers they know using chunky chinks on the floor.

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

- Leaders have taken effective steps to address the areas for improvement raised at the previous inspection. Staffing levels are well maintained. Leaders' oversight ensures that staff are always well deployed to best meet children's needs. Leaders meet regularly with staff, assure themselves of staff well-being, provide supportive developmental feedback and jointly identify training needs. This ensures that the progress children make is prioritised.
- Staff provide a useful narrative as children play. Additionally, children take part in singing traditional nursery rhymes and enjoy reading stories with staff. This ensures that they hear lots of new words in context. As a result, children's language skills are progressing well.
- Staff use specific communication assessment tools to accurately benchmark children's level of language development. Where needed, staff implement additional support to further develop children's speech. However, at times, staff do not always pronounce words correctly. This leads to some children

mispronouncing words when they talk. This does not best support their developing vocabulary. That said, leaders are aware of this and have started to take action to address this weakness. However, this is not yet embedded across the nursery.

- Staff teach children how to manage their own emotions and recognise the importance of being kind and courteous to others. They model good manners and read books to children which reinforce this message. As a result, children can talk to staff about why manners are important and demonstrate this through their positive interactions with their friends.
- The nursery provides children with healthy and nutritious food. This helps children to learn about the importance of healthy eating. Children learn about how to maintain their own good oral health. However, leaders do not always enhance this further by sharing information with parents about the importance of healthy food choices. As a result, some packed lunch items do not meet the nursery's healthy eating guidance.
- Parents and carers receive lots of information about how children are progressing and developing. They value this communication and are very happy with the progress their children make, particularly in their communication skills, independence and emotional maturity.
- Staff talk positively about the changes at the nursery since the previous inspection. They explain how they have been directly involved in the creation of the current curriculum. Staff understand this well and feel better equipped to deliver good-quality education. Staff explain that leaders are supportive and that they benefit from the constructive feedback given from frequent observations. This helps staff continually improve.
- Staff across the nursery deliver a progressive and well-sequenced curriculum that builds on what children already know. Clear next steps are identified and ideas are shared with parents to extend learning to home. As a result, all children make progress from their unique starting point.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of their safeguarding responsibilities. The whole staff team understands that it is each person's role to be alert to potential indicators of abuse. Staff ensure that they are vigilant to any changes in children's presentation and behaviour which may give rise to concerns. Leaders ensure that staff receive regular training to complement their existing knowledge. Staff understand how to report if they have concerns about a colleague's behaviour.

What does the setting need to do to improve?

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

- develop staff practice so that correct speech is consistently modelled to children
- enhance partnerships with parents further so that children's health is even better supported.

Setting details

Unique reference number	316743
Local authority	Bury
Inspection number	10239827
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	7 April 2022

Information about this early years setting

Mary Kelly's Rascals Day Nursery registered in 1989 and is located in the Radcliffe area of Bury. The nursery opens Monday to Friday all year round, excluding bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 4, 12 hold qualifications at level 3 and two at level 2.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between staff and children.
- 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 a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023