

Auntie Jayne's House

82 Whaley Lane, WIRRAL, Merseyside, CH61 3UW



Inspection date

28 May 2015

Previous inspection date

1 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not gain written permission to administer prescribed medication to the children, relying only on verbal permission.
- The manager has not put in place effective systems to ensure that staff performance is consistently good and continues to improve the setting. Also, opportunities for staff to attend training are limited. There are some inconsistencies in staff knowledge and the application of nursery procedures because of this.
- Opportunities for children who speak English as an additional language to use their home language in a playful way are variable. While some children use and hear their home language in the nursery, others do not.
- Younger children's next steps for learning are not always clearly identified. As a result, activities are not often planned around children's interests. Younger children are not making as rapid progress as possible because of this.

It has the following strengths

- Staff have a good knowledge and understanding of their responsibility to safeguard children, and how to report any concerns about children's welfare.
- Partnerships with parents are good. Parents contribute their views to an overall evaluation of the nursery and to their children's learning records. Children's learning continues at home, as a result.
- Pre-school children are inspired to learn because they are challenged by the interesting activities planned for them. They recognise countries around the world, know how to conserve the earth's resources and conduct scientific experiments.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that parents or carers provide prior written permission for staff to administer medication to children
- develop ways of ensuring that staff performance is consistently good and continues to improve; provide training opportunities to support new staff in fully understanding all nursery procedures and ensure that teaching is continually improving.

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

- enhance opportunities for all children who speak English as an additional language to hear and use their home language in a playful way, in order to provide the best possible environment for them to acquire English
- review how staff record and use younger children's next steps for learning, to enable all staff to plan specific activities to help children make progress in all areas of learning.

Inspection activities

- The inspector observed activities and care practices in the playrooms, and within the outside play area. She conducted a joint observation with the manager, looking at the practice of staff.
- The inspector spoke to children and staff throughout the day, and to parents when they dropped off children.
- The inspector examined a sample of organisational, and health and safety documentation, read the nursery self-evaluation form and held a meeting with the provider.
- The inspector looked at relevant documentation, including children's planning, observations and assessment records. She also looked at a range of policies, as well as information used to assess the suitability of staff.

Inspector

Valerie Aspinall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children are generally making good progress in their learning because staff know them well and plan activities they know they will enjoy. The well-established pre-school team have clear and detailed assessment and planning procedures which clearly show how each child's next steps are planned for. However, the newer team working with younger children have had less direction from the manager, which results in some inconsistency in planning for children's next steps. All staff focus on teaching children the skills they will need to move on in their learning. For example, two-year-old children recognise numbers, shapes and the letters in their name. Pre-school children are confident talkers, engaging with visitors to ask questions and play games. Children who need help with speaking make rapid progress because their key person provides fun, targeted teaching to help them. However, while some children who speak English as an additional language hear and use their home language in a playful way, others do not.

The contribution of the early years provision to the well-being of children requires improvement

Procedures to administer medication to children are not sufficiently robust. While staff get verbal consent from parents to give medicine and follow the instructions on the bottle, they do not get prior written permission. This is a breach of requirements. Nevertheless, children who feel unwell are well cared for by caring key persons who cuddle them, and make sure they have plenty of drinks and naps in the cosy corner. Staff are warm and affectionate, and children feel secure as a result. Children frequently play out in the fresh air and have lots of opportunities to develop their physical skills. They ride tricycles, balance on crates, swing on the tyre and run around playing imaginary games. All children are encouraged to be kind to each other, take turns and share. Pre-school children learn to cooperate when they play parachute games. They behave well and are well prepared for school because of this.

The effectiveness of the leadership and management of the early years provision requires improvement

The manager has a generally good understanding of the learning and development requirements of Early Years Foundation Stage. However, despite holding an Early Years Professional status, weaknesses in procedures for administering medicine and in managing the performance of newer staff show that she has not fully implemented all the requirements. Apart from two staff pursuing early years degrees, the well-qualified team have not had access to any additional training or support for their continuing professional development. This means that the assessment of children's progress is inconsistent in staff working with younger children. However, parents are very pleased with the progress their children make and speak highly of the attachment their children have to staff. The manager uses parents' responses from questionnaires to reflect on how the nursery could be improved further. For example, children are now offered a wider variety of breakfast items to eat. The manager wants to improve the space available to two-year-old children. Plans to build an additional room are underway, as a result.

Setting details

Unique reference number	EY346178
Local authority	Wirral
Inspection number	857347
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	39
Name of provider	Auntie Jayne's House Ltd
Date of previous inspection	1 June 2010
Telephone number	0151 9295725

Auntie Jayne's House was registered in 2007. The setting is based in Wirral, Merseyside. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the manager who also holds an Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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