

# Little Red Day Nursery

48-50 Stamford Street east, Ashton-Under-Lyne, Lancashire, OL6 6QH



<b>Inspection date</b>	23 August 2017
Previous inspection date	31 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

- The experienced and committed leadership team is passionate about providing children and families with the best possible early years provision. They evaluate staff practice and make many positive changes that help to improve outcomes for children. This has helped to sustain the good quality.
- Children are keen and curious learners. They enjoy interesting activities and experiences. Overall, all children make good progress from their skills and capabilities on entry.
- Staff place strong emphasis on supporting children's social and emotional well-being. The key-person system is effective and transitions are well planned for. This helps children to settle well. Children are all confident, extremely happy and very secure.
- Staff work closely with external professionals. Together they provide good support for children who have special educational needs and/or disabilities.
- The learning environment is delightful. Children benefit significantly from a range of exciting learning areas and high-quality resources. They have many opportunities for active play. For example, a favourite activity is using the large soft-play area. Sports activities and dance sessions contribute towards children's strong physical skills.

### It is not yet outstanding because:

- Staff do not fully use information about what children know and can do, to plan highly challenging next steps in learning.
- Staff do not always offer a range of ways to engage parents more fully in their children's learning.

## What the setting needs to do to improve further

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

- use information more precisely to plan even more challenging next steps in learning for children
- strengthen communication with parents to fully promote involvement in children's learning.

### Inspection activities

- The inspector toured all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting and carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders ensure that all staff are well trained in child protection procedures and know what to do should they have any concerns about children's welfare. Children are well protected. For example, security measures are robust and include a fingerprint entry system and closed circuit television. This helps to ensure that no unauthorised person is able to access the nursery. The manager provides good support and regular training for staff. This helps them to continue to enhance their knowledge and skills. They have regular meetings to reflect on their practice. This helps them to continue to meet children's needs. The manager tracks the progress made by individuals and groups of children. Any identified gaps in learning are swiftly addressed and appropriate action is taken.

### Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's play. They use these generally well to plan experiences that ignite children's curiosity and motivate them to learn. Babies develop good physical skills. They capably climb into ball pools and reach for toys that move and spin on activity gyms. Younger children move around on play mats and explore their surroundings with confidence. Two-year-olds use their senses and enjoy feeling the cold temperature of ice. They experiment and explore paint using their hands and brushes. Staff use recent themes to plan meaningful activities that children can relate to. For example, following on from a beach and holiday theme, staff provide pools filled with water for children to paddle. They delight in exploring sand between their fingers and toes. Children have fun catching beach balls and older children count pennies that they use to buy ice cream. This contributes towards their mathematical awareness.

### Personal development, behaviour and welfare are good

Staff reinforce positive hygiene routines and teach children the benefits of making healthy food choices. Lunchtimes are highly social occasions. Children learn good table manners and social etiquette. They independently help themselves to breakfast and older children capably use cutlery to eat well balanced, nutritious meals. Staff are positive role models. Children's efforts are acknowledged and praised. Staff help children to behave well. For example, they promote golden rules. Children's behaviour is excellent.

### Outcomes for children are good

Children of all ages demonstrate a strong sense of belonging and high self-esteem. They are very confident and lead their own play. For example, resources are all accessible for children to make their own choices. Pre-school children use critical-thinking skills. They join long pieces of guttering and pour water down. They consider how fast or slow to pour the water to allow enough time to run to the end and catch it in jugs. All children, including those in receipt of additional funding, make good progress. They gain many skills in readiness for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY394585
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1065383
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Kids Zone Mossley Limited
<b>Registered person unique reference number</b>	RP527898
<b>Date of previous inspection</b>	31 October 2013
<b>Telephone number</b>	0161 3434070

Little Red Day Nursery registered in 2009. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at 3 or above and one member of staff holds a qualification at level 4. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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