

Inspection of Little Red Day Nursery

48-50 Stamford Street East, ASHTON-UNDER-LYNE OL6 6QH

Inspection date: 6 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders have designed an ambitious curriculum that helps to provide all children with a good quality of education. Children acquire many of the skills they need to be ready for what comes next. They are inquisitive and enthusiastically play and explore. Older children delight as they find water has frozen outdoors. Staff seize the opportunity and overall ask some good questions. This allows children to think critically and they predict what could make an icicle melt.

Staff encourage a love of reading. In the main, staff build on what children know and can do and sequence learning. Babies snuggle into caring staff who read to them. Babies excitedly peep behind the flaps and press the buttons on electronic books. Two-year-old children listen and maintain attention during circle time. They greatly enjoy listening to the stories that they choose. Staff provide activities to enhance older children's understanding of traditional tales. For example, children experiment using gingerbread scented dough and create model gingerbread people.

Staff have high expectations for children's behaviour. They use effective methods to praise and reward children. This helps them to learn positive behaviours. Older children are thrilled to be named as a star of the day. They proudly show their medal to their friends who kindly congratulate them. Younger children are heard telling staff 'you are welcome' when they are offered thanks. Children are happy and secure and they behave very well.

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

- Children are highly motivated due to the praise and reassurance provided by staff. Staff use settling-in visits to get to know children well. Babies are provided with familiar items, such as a blanket from home. These little considerations help them to become confident in the nursery surroundings. Relationships are strong and caring which supports children's emotional well-being.
- Partnership working is a strength of this nursery. Parents speak extremely positively of the support they and their children receive. Parents are helped to continue with children's learning at home. Staff work closely with local schools and help children to move smoothly to the next stages in their education.
- Children with special educational needs and/or disabilities are identified swiftly and precisely focused support plans are put into place. Staff use visual cues and show pictures which help children to make choices. Staff work harmoniously with parents and other professionals to assess and monitor children's progress. This provides a consistent approach in supporting all children's learning and care.
- Staff often give babies dummies unnecessarily. Occasionally, many questions are asked in quick succession without allowing children enough time to respond.

During these instances children are unable to practise speaking. Staff working with older children often do things for them that they are capable of, such as wiping their noses and chopping up their food. This is not consistent with leaders' clear intent to foster communication, language and independence.

- Children use weighing scales and an array of ingredients as staff introduce them to quantity. Children use words such as 'big', 'small' and 'more-than' as they take turns using the measuring equipment. Children are starting to recognise numbers. Staff encourage them to count their 'dinosaur stomps' as they stride around the garden. Children are developing good mathematical awareness.
- Leaders provide mandatory training for staff. Staff access an online learning programme and choose from courses that capture their interest. Leaders provide incentives. Staff who complete three training courses each month receive a bonus. However, although leaders observe aspects of staff practice there are some minor inconsistencies in how staff implement what leaders intend.
- Staff help children to develop a positive attitude towards their health. Children follow good hygiene routines, such as handwashing and help themselves to fresh drinking water. Staff talk about blood pumping around the body and feeling warmer during a rigorous physical activity session. Children flex their arm muscles and show they are growing strong as they exercise. Children gain an understanding of healthy lifestyles.
- Some staff skilfully promote children's communication. Two-year-old children are encouraged to talk about their home life which helps to refine their speaking skills. Children talk about cars and demonstrate impressive skills to recall the different makes and models. However, children who speak English as an additional language are not supported to use their home language and further support their developing communication skills.
- Additional funding is used well. Leaders purchased a puppet theatre which was used well to increase children's confidence and social skills. Leaders carefully consider how to provide a curriculum which encapsulates new experiences for all children. They introduced physical education sessions, adventure play activities and access to a music centre. Children benefit from rich experiences that help to broaden their horizons.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff implement the appropriate policies which help staff to keep children safe. Staff are well trained in child protection procedures and know what to do if they have a concern about a child. Staff know how to act if faced with a concern about the conduct of a colleague. Leaders ensure that staff are suitable to work with children and that there is a culture of openness. This helps staff to be confident to raise any concerns with leaders. Staff are able to escalate concerns more widely should they feel the need to do this. Leaders ensure that the premises is safe and staff are trained to assess for any risks or hazards. Staff teach children about safety. Children tell others to use 'walking feet outside as it is slippy'.

What does the setting need to do to improve?

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

- monitor staff practice more closely and help all staff to consistently implement the intended curriculum
- strengthen the curriculum for communication and language, particularly for children who speak English as an additional language.

Setting details

Unique reference number	2721487
Local authority	Tameside
Inspection number	10294852
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	110
Number of children on roll	82
Name of registered person	Kids Zone Nursery Group Ltd
Registered person unique reference number	2721492
Telephone number	0161 343 4070
Date of previous inspection	Not applicable

Information about this early years setting

Little Red Day Nursery registered in 2023. The nursery employs 18 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, two staff hold appropriate early years qualifications at level 4, eight staff hold appropriate early years qualifications at level 3, and four staff hold appropriate early years qualifications at level 2. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

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 provider and has taken that into account in their evaluation of the nursery.
- Leaders took the inspector on a learning walk. They discussed the curriculum and what they want the children to learn.
- The inspector observed the quality of education and assessed the impact on the children's learning.
- Parents and carers shared their views with the inspector.
- The inspector carried out a joint observation with the nursery manager.
- Discussions were held with leaders and staff and the inspector spoke with children at appropriate times.
- The inspector reviewed evidence of staff's suitability checks and qualifications.

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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