

Nina's Nursery

Inspection report for early years provision

Unique reference number	EY383704
Inspection date	09/12/2009
Inspector	Patricia Graham

Setting address	61 Southwood Road, Stockport, Cheshire, SK2 7DJ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Nina's Nursery registered in 2008 and operates from a converted house in the Great Moor district of Stockport. Children have use of four playrooms. Two of the playrooms are situated on the first floor of the premises. Children have access to a fully enclosed outdoor play area.

The provision is registered on the Early Years Register. A maximum of 18 children may attend at any one time. There are currently 33 children in the early years age range on roll. The nursery is open each weekday from 7.30am until 6.00pm. It is open for 50 weeks of the year. The nursery currently supports children who speak English as an additional language.

There are six members of staff, four of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. Two members of staff are working towards an Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

A sound understanding of the learning and development requirements positively supports children's progress towards the early learning goals. However, systems for analysing observations and tracking children's progress are not effective for all children. The nursery does not adequately promote children's safety and welfare because staff have insufficient knowledge of the welfare requirements. The nursery has made some improvements since the last inspection, however, current systems for self-evaluation are not accurate as significant weaknesses have been identified. This poses an element of risk to children's safety and well-being.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure reasonable steps are taken to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment) 23/12/2009
- obtain necessary information from parents regarding children's special health requirements to ensure their welfare is fully promoted (Safeguarding and promoting children's welfare) 23/12/2009
- ensure all members of staff understand the 23/12/2009

safeguarding policy and procedure to promote children's welfare (Safeguarding and promoting children's welfare)

- ensure records of information used to assess the suitability of staff are available to demonstrate checks have been completed. Such records must include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained (Safeguarding and promoting children's welfare).

23/12/2009

To improve the early years provision the registered person should:

- develop the observation systems to plan the next steps in a child's learning and regularly review this approach by developing the existing tracking system for all children
- develop systems for self-evaluation to highlight weaknesses in order to make continuous improvements for children.

The effectiveness of leadership and management of the early years provision

Systems are in place to ensure visitors are closely monitored and this is complemented with increased security. For example, a newly installed bio-metric system is in place on the external door, which prevents intruders entering the premises and ensures children are unable to leave unsupervised. Regular risk assessments are conducted on all rooms in the nursery, however these do not work in practice as potential hazards are not always identified. As a result, children's safety is not fully assured. Induction procedures are not robust as staff have insufficient awareness of the procedures in line with the Local Safeguarding Children Board procedures. As a result, they cannot respond appropriately if child protection concerns arise. In addition to this, records on the suitability of staff are not always available to demonstrate that appropriate checks have been carried out. Consequently, children are not safeguarded.

The organisation of the nursery environment adequately meets children's learning and development needs as staff are well deployed and positively support children in their play, which enhances their enjoyment and learning. Although learning does take place, systems for observing children and monitoring their progress are not developed in all rooms. As a result, personalised learning is not achieved for all children. The provider ensures children are cared for in required ratios, however, the provider is caring for children older than their condition of registration allows. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Positive partnerships with parents enable their child's needs to be met as staff seek information on children's starting points and actively encourage parents to take part in their child's learning as activities are extended to home. However, systems for seeking information on children's specific health requirements are not fully effective. Links with other settings that children attend are forged, as systems are

in place for regular communication between staff. This ensures that children positively benefit from continuity in their learning.

The provider has made some improvements since the last inspection, which promotes some positive outcomes for children. For example, systems for recording medication are now in place and new bathroom facilities are installed on the ground floor, which supports children's health and well-being. However, current systems for self-evaluation are not effective as significant weaknesses are not identified. As a result, the overall quality of the provision is inadequate.

The quality and standards of the early years provision and outcomes for children

Children are happy in the setting and are familiar with their surroundings as they explore the suitable range of resources provided. Friendly relationships are formed with their peers, and staff interact reasonably well with children, which helps them feel settled and assured. Children have sufficient opportunities to go outside, which creates lots of excitement as they use their spades in the digging area and ride wheeled toys, which supports their physical development. Children explore cultural understanding as they celebrate festivals such as Divali, and older children confidently chat about making lanterns and the story of Rama and Sita. They have sufficient opportunities to learn about problem solving, reasoning and numeracy as they count how many carrots are left at snack time and as they make shape patterns. Their awareness of number is further enhanced as they play imaginatively counting pennies in their shop, which is well resourced with number labels. This positively supports their development, which helps them develop adequate skills for the future.

Children develop their creativity as they have sufficient opportunities to explore musical instruments. At other times they partake in music and movement activities, enabling them to develop a repertoire of sounds and movements. They explore media and materials through arts and crafts activities, and young children are sufficiently supported as staff help them rip crinkly paper for their baubles. This activity is further extended as staff introduce new words as they talk about the texture of the paper enabling children to extend their vocabulary. Children's vocabulary is further enhanced as they access a suitable selection of books enabling them to explore different narratives and characters. A particular favourite are stories about the Gruffalo and this is extended by staff as they take children on an exciting trip to Buxton Opera House to see their favourite character on stage.

Children benefit because a key person system is now in place enabling children to develop a bond with a familiar adult. The key person is adequately aware of each child's capabilities and positively supports them in their learning. The nursery have recently introduced a new observation and planning system, however this is not fully developed. As a result, activities are not always based on children's next steps in learning.

Children enjoy nutritious foods which offer a variety of appetising meals, such as cod fillets and sweet potatoes, and home-made casseroles. The menus are

regularly reviewed by the nutritionist and are adapted according to children's dietary requirements, which helps children understand the importance of healthy choices. As a result, the nursery is currently working towards a 'Heartbeat Award' in healthy eating. Children learn how to keep themselves safe as they practise regular fire drills and learn about stranger danger. However, their safety is not fully assured as systems are not fully in place to protect children. Children's health is adequately promoted as sufficient staff are qualified to administer first aid, which means they can respond appropriately in the event of an accident. Children's confidentiality is assured as their individual details are retained in a secure manner.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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