

Nina's Nursery Ltd

Inspection report for early years provision

Unique reference number EY396482
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Inspector Nighat Ghani

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Nina's Nursery Ltd is privately owned and was registered in 2009. It operates from a large house in the Davenport area of Stockport. The playrooms are situated over two floors. There is an enclosed outside play area. Sessions are from 7.45am until 6.15pm, Monday to Friday, all year round except for the week between Christmas and New Year and bank holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 31 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The setting welcomes and supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are six members of staff that work with the children, of whom over half hold appropriate early years qualifications. The setting receives advice and support from Stockport Sure Start and an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development. The staff team ensure that the environment is inclusive and children's welfare is promoted in most areas. Planning and assessment are still in the early stages of development. Staff share good working relationships with parents and they work well together to ensure that children's care needs are met. There is no system in place to evaluate the provision, however, staff and management are becoming aware of areas for further improvement as they recognise the value of continuous improvement and how it impacts on children's achievement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop procedures for evaluating the provision to identify the strengths and weaknesses and how this information is used to secure continuous improvement
- work in partnership with parents by involving them in their children's continuous learning and development
- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- promote positive attitudes to diversity through resources that encourage children to talk about similarities and differences and the reasons for these, and increase resources which provide children the opportunity to see and understand why things happen and how things work

- ensure regular evacuation drills are carried out and ensure risk assessments carried out are effective
- review hand washing practice before meal times
- ensure displays and children's photographs are at their level.

The effectiveness of leadership and management of the early years provision

A good key worker system is in place which ensures children are cared for by a consistent member of staff. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Policies and procedures are shared with parents and are reflected in practice. Management are committed to the continued development of the staff team and have introduced a new appraisal system to ensure staff training needs are identified and acted upon. The environment is organised to enable children to move spontaneously and independently around learning and play areas. Staff are deployed effectively which encourages children to participate in the different activities on offer.

Documentation which is required for the safe management of the nursery is efficiently organised and promotes children's needs. Staff have a good understanding of child protection to enable them to safeguard the children in their care. The manager is the designated person for safeguarding and is aware of how to follow the comprehensive safeguarding procedures should they have a cause for concern about a child or if there is an allegation made against a member of staff. Detailed risk assessments are in place, however, these are not effective as some of the risks in the outdoor play area have gone undetected. For example, dirty rain water is left piling in the equipment which is accessible to children. The new manager and staff team get regular support from the early years advisory teacher to ensure children are making progress in their learning. The setting has not yet implemented a system to identify their strengths and areas for development.

Staff have a clear understanding of children's backgrounds and needs as discussion takes place with parents before children start attending the nursery and parents are requested to complete a detailed registration form. Parents receive written and verbal feedback at the end of each day which keeps them informed about their children's routines and how they have spent their time at the nursery. They also receive regular newsletters which ensure parents are well informed of any new developments within the nursery and the activities their children have been involved in. However, the nursery has not yet implemented systems where parents or other early years providers are encouraged to contribute towards individual children's learning and development.

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

Staff have growing knowledge and understanding of the Early Years Foundation Stage and children are making satisfactory progress towards the early learning

goals. Regular spontaneous observations are being completed by key workers. However, these are not linked to the six areas of learning or do not identify children's next steps and how they are used for planning to meet the needs of an individual child. Focused activities are evaluated to ensure they meet the needs and the ages of the children. Children have warm relationships with staff. Young children receive lots of hugs and cuddles from their carers and older children interact well with their key workers. Staff provide a good balance of adult-led and child-initiated activities which enable children to have enjoyable experiences.

The well organised resources throughout the nursery encourage purposeful play and exploration, which enables children to make independent choices and initiate their play and learning. Children have a strong sense of belonging within the nursery. Examples of children's work and photographs are displayed to create an inviting and stimulating environment. However, they are not displayed at children's level so that they can recall events and reflect on their learning. Children are confident communicators and express themselves clearly. Older children have started to recognise the letters in their name which is reinforced throughout the day. For example, children are encouraged to label their own work and find a place at the table with the first letter of their name. Children learn about their natural environment during organised visits. They develop an awareness of the wider world and diversity through celebration of different festivals. However, resources in this area are limited. Older children are becoming curious, but their exploratory impulse is not sufficiently challenged, for example, providing them with opportunities and resources to see and understand why things happen and how things work.

Very young children have access to a wide range of toys that are colourful and tactile and make different sounds, helping them to explore using their senses. They make connections and find out what toys can do as they press buttons to make music and then press the buttons again to make it stop. Children have opportunities to count and make marks, and they explore a variety of media, such as play dough, paint, sand and water. Children enthusiastically play with different musical instruments, making music and singing along with other children. Overall, children behave well and are developing some understanding of their responsibilities as they are encouraged to share and take turns. Regular access to the outdoor area stimulates children to be active and helps them begin to understand the benefits of physical activity. Children confidently manoeuvre wheeled toys as they negotiate space in the outdoor area. Imagination is well fostered through role play.

Children are provided with meals that are balanced and freshly cooked on the premises every day. Good nappy changing procedures are in place and implemented effectively into practice. Children are encouraged to wash their hands before meal times, however, after washing their hands, children come and sit on the carpet where they have been walking with their shoes and taking part in different activities. The fire evacuation procedure is displayed throughout the nursery, however, fire drills are not practised with the children on a regular basis. Consequently, in case of a fire, children will not know what to do which compromises their safety.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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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	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met