

# Nina's Nursery

Inspection report for early years provision

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EY383704

**Inspection date**

16/07/2010

**Inspector**

Barbara Christine Wearing

**Setting address**

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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).

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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 nursery is registered on the Early Years Register. A maximum of 18 children may attend at any one time. There are currently 34 children in the early years age range on roll. The nursery is open each weekday from 7.30am until 6pm. It is open for 50 weeks of the year. The nursery currently supports children who speak English as an additional language.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. One member of staff is working towards an Early Years Professional Status. The nursery 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 good.

Nina's Nursery offers children a homely and stimulating environment in which they have fun and make good progress towards the early learning goals. Staff build close relationships with children. They know them well, have their best interests at the heart of all they do and effectively meet their individual needs. Since the last inspection staff have worked hard to make significant improvements to the provision. They have a sense of pride in their achievements and the positive impact these have had on outcomes for children.

## What steps need to be taken to improve provision further?

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

- develop further ways to include parents in children's development records and planning; establishing starting points from which to track children's development and incorporating achievements and experiences from home
- review mealtime routines to ensure that hygiene levels are maintained and to reduce the time that children have to wait for their dinner
- devise systems to ensure that the various methods used to obtain feedback and ideas for improvement are evaluated and used to establish clear aims for the future, and that changes are monitored, thereby ensuring continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

Staff have a clear understanding of the procedures to follow to ensure that children are safeguarded well. They attend regular training and create an environment in which children's welfare is paramount. Rigorous risk assessments are carried out to minimise the risk of accidental injury while allowing all children to develop skills and access the full range of activities available to them.

The nursery is bright and welcoming. Posters, displays, and high quality toys and resources reflect our diverse society, enhance children's learning and show the value given to their individual creativity. The newly developed outdoor play area is particularly noteworthy, offering children daily opportunities to explore and develop all areas of learning while being outdoors and active. Children independently make choices in their play. They set themselves challenges, extend their play, practise and consolidate their skills and are highly stimulated. The majority of the day is well organised, maximising benefits to children. However, lunchtime routines result in children becoming restless as they wait for everyone to be ready for their meal. They enjoy serving themselves and develop good self-help skills. However, at times this compromises the otherwise high standards of hygiene.

The staff team are valued by the skilled and well organised manager. They are supported well and their skills are recognised and developed. They have a clear understanding of the policies and procedures and of their roles within these. Thereby promoting children's welfare. Areas for future development are identified by the manager, staff, parents and local authority development workers. These have resulted in many improvements since the last inspection. Formal systems to evaluate provision, identify clear plans for the future and monitor the effectiveness of developments are in their infancy.

Close links with parents and other professionals ensure that children's specific health needs are catered for accordingly. They have some systems for establishing links with other settings children attend that deliver the Early Years Foundation Stage and have effective procedures to aid a smooth transition to school. Various methods are used to engage with parents; sharing information regarding the nursery's practices, activities children engage in and progress they are making towards the early learning goals. Information is obtained from parents regarding their children's needs, likes and dislikes. However, limited information is recorded regarding their children's abilities when they start at nursery or their achievements or experiences at home. Therefore, this is not reflected in children's progress records or planning. Well written newsletters effectively keep parents up to date with developments and events within the nursery. They offer suggestions of activities to do at home to enhance and extend children's learning experiences.

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

Staff make and record regularly observations of children that clearly show the skills they are developing. These, together with samples of children's work are used to track children's progress towards the early learning goals and to devise next steps in their development. Staff are skilled in using their knowledge of children to identify many opportunities to help promote their learning as they engage in self-chosen activities. Therefore, learning for children is fun and meaningful; they make good progress in all areas of learning and develop good skills for the future.

Children demonstrate that they feel safe and secure within the nursery. They are listened to and valued by staff. Therefore they are assertive and develop a sense of their own and other's rights. Children are confident in their communications and develop a wide vocabulary. They chat to each other and staff as they create complex role play situations, giving each other instructions, describing what they are doing and negotiating roles. Children manoeuvre furniture to make a car, using a toy mop as a gear stick and explaining they are going to South Africa. They explain who is mum, dad and big sister and go to the book area where they pretend to be asleep. Staff offer sensitive support without distracting children, allowing them to extend the activity fully and develop their imaginative, social and communication skills. Children enjoy mark-making and developing their writing skills in various areas of the nursery. Some children are able to write their own name and link sounds to letters. An understanding of numeracy is promoted as staff take many opportunities to ask children to count or calculate, according to their stage of development. More able children are asked 'how many have I got now' when they give staff one more book to take to the summer house and younger children count how many legs there are on the spider they make with staff.

Children design and make using a variety of materials, including play dough, paper and scissors, glue and collage materials and construction sets. They demonstrate a desire to investigate the natural world as they talk about snails they have found in the digging area and save fruit loaf to feed to them. A good understanding of the local community and wider world is promoted through activities, visitors to the nursery and trips out. Children have visited China town when learning about Chinese New Year, have joined the local library and have enjoyed visits from the fire service. Staff organise these to ensure that all children have the opportunity to be included in a selection of these experience. Portraits that children have drawn of themselves reflect how they are encouraged to develop a high self-esteem and an understanding and respect for differences between each other.

Good physical skills and healthy lifestyles are promoted. Babies are give plenty of opportunities learn to crawl as they spend time on tummy, stretching and moving to reach toys with the encouragement of their key person. They are given lots of cuddles and become independent and confident. Children climb, balance, run, jump and skilfully manoeuvre sit on cars and bikes. They are provided with healthy snacks and home cooked meals and have fresh drinking water available to them throughout the day. Staff work closely with parents when children move on to solid

food and to ensure that dietary needs are met accordingly. Children are given appropriate support while developing independence in their personal hygiene. Staff explain the importance of using soap and water to wash their hands.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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