

# Nurture Nursery & Pre-School

62-64 Station Road, Marple, STOCKPORT, Cheshire, SK6 6AL

## Inspection date

Previous inspection date

14/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Behaviour throughout the nursery is good because staff engage children in activities, which interest and challenge them.
- Staff demonstrate a good understanding of how to safeguard children and the steps to take if they have a concern.
- Staff provide children with an outdoor environment, which supports them to explore, investigate and identify their own risks.
- Staff ensure that parents are kept informed of their child's progress through open evenings and informal discussions. As a result, partnerships with parents is very good.

### It is not yet outstanding because

- Opportunities for children to consolidate their learning are sometimes missed as staff frequently rotate the toys.
- There is scope to improve the opportunities for children to have even more access to the resources to further promote their independence.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in three rooms of the nursery and the outside area.
- The inspector spoke with the manager at appropriate times throughout the day.
- The inspector took account of the views of three parents on the day.
- The inspector looked at a range of documents, including staff and children's files and the setting's policies and procedures.
- The inspector carried out a joint observation with the manager.

## Inspector

Mary Chekired

## Full report

### Information about the setting

Nurture Nursery & Pre-school was registered in 2013 on the Early Years Register and the voluntary part of the Childcare Register. It is situated in converted premises in the Marple area of Stockport and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four main base rooms on three floors, which are accessed by stairs. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff plus a manager. Of these, six hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery also employs a level 2 member of staff and an unqualified member of staff. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery offers care for children from birth to five years and children attend for a variety of sessions.

There are currently 28 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language.

### What the setting needs to do to improve further

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

- enhance the already good opportunities for children to consolidate their learning by ensuring toys are available for longer periods of time
- strengthen the opportunities for children to have even more access to the toys and resources to further promote their independence.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children settle well into the nursery because staff provide them with a timely induction, which meets the needs of the children and parents. Staff have a secure knowledge of the seven areas of learning in the Statutory framework for the Early Years Foundation Stage. Staff gather information, such as children's likes and dislikes when they first start at the nursery by completing an 'all about me' pack. This enables staff to provide activities, which support children to settle quickly. Observations completed on children are effective because staff have a good understanding of child development. Assessments completed following observations on children are detailed. For example, they show what children can do and include specific next steps for furthering children's development. As a result,

children are provided with activities that interest and challenge them. Children with English as an additional language are supported well as staff complete an individual education plan in partnership with parents. As a result, children are provided with purposeful activities, which assists them in meeting their developmental milestones.

Children throughout the nursery are provided with resources that sufficiently support their overall development. For example, children in the older rooms have access to a range of resources and equipment, which support their development in information and communication technology as they have access to mobile telephones, wind-up toys and push button toys. Children in the under-twos rooms are provided with resources, such as books, walkers and toys that light up and play music. However, younger children are not always supported in being able to access resources independently. For example, some storage can be hard to reach and pictures are not consistently displayed on boxes to enable children to know what they are accessing. Staff provide purposeful and developmentally appropriate activities for the younger children. For example, children happily explore jelly and chopped tomatoes with carrots in. Staff support them to explore through touch, taste and smell. However, because staff rotate the toys and resources on a weekly basis, children are sometimes not provided with sufficient opportunities to reinforce what they have learnt. Children in the pre-school room have access to a range of tools to make marks, for example, felt tip pens and coloured pencils. They use sellotape and glue sticks in the writing area, which enables them to be creative with writing. Children in the pre-school room make models out of cardboard tubes, which are then displayed. Consequently, children are provided with opportunities to use their imagination through natural resources and which allow them to take pride in their completed models. Children in the pre-school room show they are engaged in their creative activity as they ask for more sponges and colours of paint to use to complete their pictures. Staff engage in effective conversations with the children by asking them what they think they need to put onto their paper, in order to make their leaves stick. This helps to develop children's recall skills and encourages critical thinking. Staff in the pre-school room show that they know the children well by engaging with them in conversation about their families. Consequently, staff are developing children's language through topics that interest them. As a result, this helps children to develop the key skills they need for the next steps in their learning. Children in the baby room are supported to develop their language as staff sit with them and talk to them as they play. Children with English as an additional language are supported by staff, who ensure they know basic words in the language. As a result, staff are supporting children to learn English. Staff provide many opportunities for children to learn about mathematical concepts, for example, when children count how many places are needed at the dinner table and when they count the steps down as they walk to lunch. The older children have access to an area in their rooms where they can learn about numbers and counting. For example, children play with calculators, sort, match and count objects and add colour pegs to a peg board. As a result, children are developing basic mathematical concepts, such as sorting, counting and matching.

Children in the pre-school room have open access to the outdoors where they have space to run and play. Children in the baby room are encouraged in the process of learning to walk by staff, who provide them with walkers to use. Photographs show children out on nature walks, collecting leaves to make pictures and finding conkers to bring back to nursery. Consequently, children are provided with opportunities to develop their

awareness of the world.

Parents have access to a computer programme, which enables them to look at observations completed on their child. Consequently, parents know where their child is in their development, which means that they can support them at home with further learning. Parents' evenings are held at regular intervals throughout the year, which means that parents and their child's key person have the opportunity to share information.

### **The contribution of the early years provision to the well-being of children**

Children in the baby room arrive generally happy and settle quickly. Children, who arrive upset are immediately comforted by staff, which means that children feel safe and secure. Children in the baby room show a clear attachment to their key person by sitting on their knees when they see people unfamiliar to them. This means that children are offered reassurance when needed. Behaviour throughout the nursery is very good because children are engaged in activities, which interest them. Children are provided with opportunities to develop their independence and self-help skills. For example, children take turns in handing out cups to their friends and pour their own drinks at lunch time. Children independently toilet themselves and wash their hands. They find their own coats from their pegs and put their coats on without support. Staff sit with children at lunch times to offer support when needed. They encourage children to use a knife and fork correctly to eat their dinner and independently access drinking water throughout the day. As a result, children are developing self-help skills in preparation for starting school. Children in pre-school are encouraged to put their hands over their mouths when they cough with staff explaining why. This means that children are learning about health and hygiene. Children throughout the nursery sit at tables at lunch time and eat a healthy lunch, which is freshly cooked on site. Consequently, children receive the necessary nutrients needed to promote their overall development. The provision provided for children to explore, investigate and identify their own risks is very good. For example, different sized logs on the ground support children to develop their balance. Children enjoy kicking through the leaves as they play and pick up large sticks, which they use as props to extend their play. Children use large tyres and drain pipes in their play, which encourages turn taking and cooperative play. As a result, children, especially boys, thrive on the opportunities provided to explore, investigate and learn about keeping themselves safe.

Daily diaries are completed by staff on all children under the age of two years. Information, such as what children have eaten and how long they have slept, are recorded. This ensures that staff provide consistent care for children. As the setting is still new staff have not yet needed to support children with their transition to the next room. The management team and staff will encourage children to take with them a basket of things they like, for example, a toy and pictures of their family. The child's new key person will visit the children in their present rooms over a three month period, which will ensure they are familiar with and have the opportunity to build an attachment with them. Again as the setting is new, staff in the pre-school room have not yet supported children with the transition to school. The pre-school staff are aware of the schools in the local area and have begun to make links with them. They aim to invite teachers into the setting to

observe children in their play, which offers children the chance to become familiar with their teachers.

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

Safeguarding is very good because all staff have a good knowledge of the signs and symptoms of abuse and the steps to take if they have a concern about a child. Staff questioned had a good knowledge of recording incoming injuries and also the correct paperwork and recording methods to use. Daily room checks and outdoor checks are undertaken everyday to ensure the areas children have access to are safe and secure.

The management team is in the process of putting in place a timetable to carry out peer observations on staff. The manager also hopes to encourage staff to carry out peer on peer observations, which will support all staff in identifying each other's strengths and weaknesses. Staff complete baseline assessments on all children within six weeks of starting at the setting. This enables staff to gain a clear picture of children's strengths and any areas needing further support. Staff at the end of every term complete tracking sheets, which enables them to identify individual children, who may need additional support in a specific area of development. The management team has plans to carry out cohort tracking of children's progress, which is gathered from each key person's group tracking. This will enable the management team to identify specific groups of children, who may need additional support.

The setting has identified areas for further development following staff input into the setting's self-evaluation. These have been added to the setting's development plan which will be shared with parents. Although, the setting has not completed the Ofsted version of a self-evaluation, they have started to complete their own based upon Ofsted's evaluation schedule. This is a working document, which is displayed on the wall in the staff room for staff to add to. The management team have devised a parent questionnaire, which is to be sent to parents via a computer programme. This means that parents can complete the questionnaire anonymously in the hope that they will offer more constructive criticism about the setting. Information gathered will then be used to inform the setting's self-evaluation, which in turn will feed into the setting's development plan.

Partnerships with parents are very effective within the setting. For example, parents receive newsletters monthly, which keeps them informed of any changes to the setting. Parents' evenings are held every half term, which enables parents to discuss any care or learning concerns they may have. Staff ensure they are available to parents at drop off and collection times, in order to share information, which may support their child. Parents, who have children under two years are provided with daily diaries, which provide a consistent flow of information between parents and their child's key person. Parents spoken to on the day commented that they felt the nursery and staff were very welcoming. When asked if they felt information was shared with them about their child, they all commented that feedback received is very good and regular. Parents feel that staff are extremely supportive and are always available to talk and offer advice. Parents stated that they have seen copies of the setting's policies and procedures and know the

steps to take if they have a concern about any aspect of the setting. Staff have good partnerships with outside agencies, such as the local authority development worker and some health professionals. As a result, staff are supported with meeting the needs of all children within the setting.

### **The Childcare Register**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY462802
<b>Local authority</b>	Stockport
<b>Inspection number</b>	921551
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	91
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Nurture (Marple) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0161 427 9891

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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