

# 0-2-5 Nursery LTD

22 Thornfield Road, STOCKPORT, Cheshire, SK4 3JT

## Inspection date

Previous inspection date

21/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff ensure that parents are provided with many opportunities to be involved in their child's learning. This contributes to the sound progress that children make.
- Children demonstrate they feel safe and secure and are forming good bonds with staff, which adequately supports their emotional well-being.
- Children's transitions into the setting are generally good because staff undertake a home visit before they start in order to start to form relationships and get to know the children.

### It is not yet good because

- Children are at times prevented from being independently creative because staff provide them with pre-drawn pictures.
- The provision and organisation of resources, especially in the baby room, does not best support children's good progress or their ability to make independent choices about their play and learning.
- Staff do not consistently engage themselves in children's learning. As a result, some staff have a tendency to supervise children rather than effectively support their learning through play. The monitoring of the quality of teaching is not robust in order to bring about swift improvements and benefits for children.

## 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

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

## Inspector

Mary Chekired

## **Full report**

### **Information about the setting**

0-2-5 Nursery LTD was registered in 1991 and re-registered in 2013 as a limited company on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is situated in a converted house in the Heaton Mersey area of Stockport. The nursery serves the local area and is accessible to all children. There is a large enclosed rear garden.

The nursery employs 25 staff, all of whom hold early years qualifications from level 3 to level 6, including the manager, who holds a degree. There is also a chef on site and an administrator.

The nursery opens Monday to Friday all year round, excluding public holidays. Hours of opening are from 7.45am until 6pm and children attend for a variety of sessions. There are currently 97 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It receives support from the local council.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that staff respond to each child's emerging needs and interests, guiding their learning and development through positive, enthusiastic interaction and teaching, so that children make good progress
  
- develop the educational programme for expressive arts and design by giving children opportunities to express themselves freely using a range of creative resources.

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

- develop the monitoring of new staff and staff with identified training needs so that swift improvement is brought about in the consistency of the quality of teaching, to ensure that children receive the best support to make good progress
  
- review the provision and organisation of resources in order to provide children with more independent choices in their play and, especially for the babies, a range of good quality and accessible resources that support their all-round development.

## Inspection judgements

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

Transitions into the setting are supported because staff undertake a home visit before children start. During these visits staff discuss with the parents what children can do, and then support children into the setting via a lengthy induction. As a result, children are provided with consistent care. Staff provide children with a range of experiences as part of the daily routine that help to prepare them for the next stage of their learning, such as the move to school. For example, pre-school children serve their own lunch, use the toilet independently and put on their own coats and shoes. Staff provide children throughout the nursery with appropriate books, and staff read stories to children well. For example, they ensure all children can see the book and change the tone of their voice for different parts. Staff regularly sing songs and nursery rhymes with the children. Younger children use musical instruments to shake while they sing, increasing their feel for rhythm and beat, which aids the development of language and communication skills.

The majority of rooms within the setting provide children with some opportunities to explore and experience different textures within their play. For example, children explore the texture of custard, baked beans, oats and shaving foam. However, resources, especially in the baby room, are more minimal than in other rooms and are not of sufficient quality to promote children's all-round development. For example, the majority of resources are plastic and soft toys, which do not offer them wider learning experiences. Staff provide children with several opportunities to develop their awareness of mathematics, for example, through a game of number cards and counting bricks as they add them to build a tower. Staff provide alternatives to everyday play, which captures and extends their interest. For example, children in the pre-school room use the role play area as a dental surgery where they dress up and use pretend dentistry tools. However, opportunities for staff to extend children's learning through positive interaction are not always maximised because some staff generally supervise children rather than engage in their play in a purposeful way. As a result, children are not consistently supported in extending their learning through activities that interest them.

Staff provide parents with many opportunities to be involved in their child's learning. Staff involve parents in the completion of their child's progress check at age two and encourage parents to view their child's development file. A friendly guide to the Early Years Foundation Stage can be seen on the parents' notice board, which also offers suggestions for how they can support their child at home. Staff observe children on a regular basis, which means they are able to support children with their further development. Staff complete observation summaries on children every eight weeks, which are shared with parents. Staff track children's progress by using the local authority's tracking sheet. As a result, staff are able to identify children's strengths and any areas needing further support.

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

Children demonstrate they feel safe and secure and are forming appropriate bonds with staff. For example, staff show that they are kind and caring as they sit close to babies who are unsettled. Behaviour within the setting is generally good because staff provide children with clear boundaries about what is acceptable. Minor disputes are quickly resolved, and children are encouraged and praised for sharing. This helps to develop children's confidence. Staff throughout the nursery provide children with a safe and secure environment. For example, staff immediately comfort children who are upset and new children are consistently cared for by their key person. As a result, children's emotional needs are met.

Children follow regular routines that support their understanding of hygiene and a healthy lifestyle appropriately. For example, staff in the baby room ensure children's hands are clean before lunch and older children wash their hands before they have snacks. Children are provided with opportunities to learn about how their meals are made. For example, the chef spends time with the children cutting up vegetables to use in a soup. Photographs displayed show children enjoying a cooking session where they are involved in the preparation of healthy vegetables and fruit. As a result, children are learning about the preparation of food and healthy eating.

Opportunities for children to be independently creative are not consistently promoted. For example, while children's artwork can be seen around the setting, it does not always reflect children's own work, as staff use pre-drawn pictures. This does not show children that their creativity and experimentation with creative resources are highly valued. The organisation of resources does not fully support children to access them independently, for example, some are covered up with material. Consequently, children are unable to make choices in order to extend their own ideas and learning. Children learn about the world around them as have opportunities for outdoor play and exercise during regular visits to parks and daily walks. The older children play in the garden on bikes and the slide. In this way, they learn to take and manage risks in a supervised environment as they climb and negotiate obstacles. Transitions within the setting and to school are generally good. For example, staff make books for new children moving rooms and visit them in their current rooms to read a story. Staff in the pre-school room invite teachers from the local schools to visit the children at the setting. Staff provide each child's new teacher with a summary which outlines their learning and care needs. This enables the teachers to provide children with consistent care routines, which adequately supports their personal, social and emotional development.

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

The staff team understand their responsibilities relating to child protection and safeguarding issues. The management team ensures that staff receive a suitable lengthy induction which gives them a chance to become familiar with the setting's policies and procedures. The staff team supervise children closely and use daily risk assessments appropriately to monitor safety. The required documentation and records are maintained,

which adequately underpins children's welfare and safety.

The management team use self-evaluation to identify where improvements and developments are needed. For example, the setting is in the process of developing further partnerships with parents. The setting's development plan is shared with staff and parents, and parents receive information on 'You said, I did', which promotes their confidence that their views are appreciated and taken account of. The staff are working towards gaining a nationally recognised quality award for partnership with parents. The setting takes part in the local authority's quality improvement process every two years, which means that it is gaining support in developing reflective practice. The setting is also part of a scheme where they receive support from an outstanding setting, which helps to develop their practice. The setting communicates with parents in a variety of ways. For example, parents are encouraged to attend 'stay and play' sessions which gives them the opportunity to see their child in their playrooms. Parents receive a regular newsletter which keeps them informed of news and current developments within the setting. Parents' evenings are held every six months, which offers parents a chance to talk with their child's key person and look through their child's development file. Parents' views are taken account of via questionnaires and a suggestion box located in the entrance. Children's views are also sought through informal discussions, for example, with the chef, who talks with the children about what food they like. As a result, the setting ensures that their views are taken account of. Parents praise the setting, commenting on the many ways in which staff communicate with them. Parents say they feel very welcomed into the setting, and one parent states, 'It feels like leaving your child with family'.

The management team complete regular appraisals and supervisions with staff. Peer observations are carried out, which means that staff's strengths and areas for development are identified and actioned. Peer mentoring for new staff and staff with identified training needs is in place. However, this needs further development as teaching and learning within the setting is not clearly monitored and some staff merely supervise children, which means that they are not always actively engaged in using opportunities to promote children's learning. The management team monitor the curriculum on a regular basis by checking the planning sheets the staff have devised. The management team also produce cohort tracking, which enables them to identify groups of children who may need additional support. As a result, the management team have a satisfactory overview of the planning for the children and the progress they are making.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

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>	EY460716
<b>Local authority</b>	Stockport
<b>Inspection number</b>	922752
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	67
<b>Number of children on roll</b>	97
<b>Name of provider</b>	0-2-5 Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01614421113

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

