

Nina's Nursery Ltd

8 Prestbury Road, Macclesfield, SK10 1AU

Inspection date

Previous inspection date

02/12/2013

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 create a well-organised learning environment, which is homely, welcoming and very well equipped with lots of unique and interesting resources to support children's learning.
- Good security measures are in place to keep children safe and staff have a secure understanding of how to safeguard children from harm.
- Relationships with parents and carers are friendly and communication is developing well, which makes a sound contribution to supporting children's well-being and learning.
- Managers are positively supporting children, parents and staff during a period of transition and they show determination to drive improvements.

It is not yet good because

- The daily record of attendance is not robust because it lacks detail about the key staff caring for children, which does not fully meet requirements.
- Assessment is not fully embedded, which means there are some inconsistencies in children's initial and ongoing assessments. Consequently, relevant information is not easily accessible and up-to-date.
- Self-evaluation is in its infancy, which means the setting's strengths and priorities for development are not yet clearly identified.

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 activities in the three playrooms and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children, staff and parents, and held meetings with the provider and manager.
- The inspector looked at children's assessment records, planning documentation and sampled a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jan Linsdell

Full report

Information about the setting

Nina's Nursery Limited opened in 2013 and is one of three settings owned by a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted property in Macclesfield, Cheshire. The nursery serves the local area and children attend for a variety of sessions. It opens five days a week from 8am until 6pm all year round except on bank holidays and for a week at Christmas. Children are cared for within three rooms located on two floors with no lift access. Children have access to an enclosed outdoor play area.

There are currently 20 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently five staff working directly with the children, all of whom hold appropriate early years qualifications, including three at level 3, one at level 4 and one at level 6. The nursery uses the Montessori educational approach and receives support from the local authority.

What the setting needs to do to improve further

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

- improve the daily attendance register by accurately recording the names of the key staff caring for children
- improve initial and ongoing assessment of children's learning and development by: gathering information from parents about children's starting points on entry; ensuring all assessments are easily accessible, accurate and up-to-date.

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

- develop a more robust system for self-evaluation, in order to clearly identify strengths and targets for improvement.

Inspection judgements

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

The quality of teaching is sound and staff understand how to positively promote children's learning. This enables children to make sufficient progress towards the early learning goals. Staff carry out observations of the children and plan activities to meet their needs and interests. New systems are being introduced to help staff assess and track children's

progress. As a result, there are some inconsistencies in the quality of children's assessments. For example, some assessments are not up-to-date and occasionally, some pertinent information is missing. New development files are currently being set up, so that relevant information about the children is more organised and accessible.

Staff play alongside the children and talk to them about what they are doing. They are clear about the aim of activities and understand how to challenge more able children through questioning. During a sensory activity where young children explore different textures using food, staff show enthusiasm and introduce new words, such as, 'squelch'. This supports children's listening and communication skills. Young children practise early literacy skills, as they make marks on the easel using chalks. They enjoy looking at themselves in the low level mirrors and exploring various treasure baskets containing household objects. Pre-school children display good levels of confidence and independence. They play cooperatively together, chatting and singing as they play. They enjoy group games outside, which encourage them to count and learn about time.

Staff support children's readiness for school by helping them to become confident and independent learners. Partnership working with parents is generally good and parents speak positively about the 'open and friendly communication'. Various methods are used to keep parents informed of children's ongoing achievements, such as verbal handovers and written daily sheets containing information about the children's day. Parents supply initial information on entry about children's care needs, but staff place less emphasis finding out what children know and can do. This makes it more difficult for them to establish a clear starting point in children's learning and plan for their next steps.

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

The nursery now offers provision for children under two years and the new baby room is cosy, calm and well equipped to meet the needs of younger children. Babies are held and cuddled, and they smile as they kick and stretch on the mat. The outdoor play area offers different challenges to test children's physical skills, including climbing frames, swings and wheeled toys. This helps children to develop their balance and coordination skills. The key person system is developing appropriately, and relationships between staff and children in the pre-school room are particularly strong. Parents say staff 'give children individual attention and listen to their needs'. This helps children to form positive attachments and contributes to their emotional well-being.

Children help to keep the environment safe, for instance, as staff encourage them to tidy up and remind them to push their chairs in when they leave the table. Staff are trained in first aid and basic food hygiene, and they consistently implement good hygiene practices, such as, when changing nappies or serving food. This helps to safeguard children's health. Children benefit from eating nutritious and healthy meals, and parents say the food is 'nice and fresh'. This supports children to learn about the importance of developing a healthy lifestyle.

Staff promote children's independence very well. For example, they involve children in setting the table and serving food, and they encourage younger children to wipe their own

nose and put the tissue in the bin. Children develop confidence because staff frequently offer targeted praise, for example, for having good listening ears or for using good manners.

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

The nursery has recently changed ownership; therefore, new systems and procedures are still being embedded. This inspection was brought forward following concerns raised about staff to child ratios. During the inspection, minimum required ratios were maintained and children were well supported. However, the daily attendance register does not include the names of staff caring for children. This makes it difficult to demonstrate that required ratios are consistently maintained at all times. Consequently, the system for recording staff attendance is not fully robust. Thorough recruitment and vetting procedures help to ensure that all staff are suitable to care for the children. Staff demonstrate a secure understanding of the procedures to safeguard children from abuse and effective security measures are in place to keep children safe. For example, the main entrance is closely monitored using fingerprint technology and closed circuit television.

Managers understand their responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage and overall, they ensure these are appropriately met. The team are well qualified and their training makes a positive contribution to children's learning. They understand how to challenge children and the Montessori approach helps children to develop confidence, independence and life skills. Monitoring of staff performance and children's progress is adequate. Plans are in place for regular staff supervision and appraisals, and managers are in the process of compiling new development files for the children. They aim to review these on a monthly basis to monitor children's progress.

Managers aspire to improve and they are beginning to seek parents' views to help inform future plans, but self-evaluation is still developing and there is no clear improvement plan to prioritise areas for development. Partnerships with parents are developing well. Parents make positive comments about seeing 'vast improvements' since the owner took over and they think staff are doing a 'marvellous job'. Staff also work well with other professionals to ensure children with identified needs receive the support they need.

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

Unique reference number	EY465098
Local authority	Cheshire East
Inspection number	942800
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	20
Name of provider	Nina's Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07799771184

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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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