

Nina's Nursery Ltd

56 Devonshire Park Road, STOCKPORT, Cheshire, SK2 6JW

Inspection date	13/08/2014
Previous inspection date	28/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Practitioners demonstrate an adequate awareness of the possible indicators of abuse and how to proceed should they have any concerns regarding a child in their care. As a result, children are protected from harm while in their care.
- Practitioners provide children with an extremely stimulating, well-organised and well-resourced environment. Practitioners are good role models who use consistent strategies to positively manage children's behaviour. As a result, children select from lots of toys and equipment and they are well behaved.
- Children who are identified with special educational needs and/or disabilities are suitably supported by the special educational needs coordinator because she works alongside parents and other professionals to ensure their needs are met.

It is not yet good because

- The quality of teaching varies between practitioners. As a result, their interactions with children are not consistently good.
- The quality of observation, assessment and planning varies. Therefore, some children are not fully supported to make good progress.
- Systems to monitor the performance of practitioners are not fully effective. Therefore, their training needs are not identified and addressed.
- Pre-school children's privacy is not always protected while they are using the toilet. This does not fully support children's well-being.

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

Inspection activities

- The inspector had a tour of the nursery and observed activities in the children's rooms.
- The inspector held a meeting with the manager and they completed a joint observation.
- The inspector checked the suitability and qualifications of all practitioners and some documentation, including the nursery's self-evaluation and policies.
- The inspector looked at children's development files and individual planning documents.
- The inspector talked to parents to ensure their views were included.

Inspector

Karen McWilliam

Full report

Information about the setting

Nina's Nursery Ltd was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in semi-detached building in the Davenport area of Stockport. The nursery is managed by limited company and is one of three settings owned by the same company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 childcare practitioners. Of these, 12 hold appropriate early years qualifications at levels 2 and 3, including one who has achieved Early Years Professional status and the manager who holds level 5. The nursery opens 7.30am until 6pm, Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 110 children on roll who are in the early years age group. The nursery also offers care to older children aged between five and eight years. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that regular observations and assessments are undertaken for each child attending, then analyse the information from these to plan meaningful and challenging experiences that are tailored to their individual needs
- ensure every practitioner has a good understanding of child development and how children learn, to equip them with the skills needed to ensure every child has good quality learning experiences while attending nursery.

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

- enable children to manage their own hygiene and personal needs while ensuring their privacy is protected, particularly when using the toilet
- improve monitoring systems, including self-evaluation, by having a stronger focus on the quality of teaching.

Inspection judgements

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

Overall, practitioners demonstrate an adequate knowledge of child development and how children learn, and this impacts on the quality of teaching and learning the children experience. This is because while some practitioners skilfully interact with children to challenge and extend their learning, others do not. Some practitioners do not engage children in meaningful conversations, and others plan activities that are too adult-led. For example, while pre-school children are painting planets, practitioners cut out the circles, write the children's names and choose the colours to paint the planets. This does not demonstrate that a high value is consistently placed on extending children's skills and valuing their own creativity. Consequently, the quality of teaching is variable and children acquire the basic skills needed for their future learning at school. Prior to children's admission into the nursery, practitioners obtain information from parents, such as their prior skills, likes, dislikes and routines, to support them while they settle and take children's learning forward. Overall, practitioners make regular observations of children and maintain ongoing assessments of the progress they make across the seven areas of learning. Some then use this information to plan the next steps in children's learning that are tailored to their individual needs. However, this is not always the case for a small number of children because they are not regularly observed, nor is their progress regularly monitored. This does not ensure that all children make good progress in their learning and development. Practitioners understand the requirement to complete the progress check for children between the age of two and three years. This provides some information to reassure parents that children are meeting their milestones and to identify any areas in which children may need additional support. Practitioners provide some opportunities for parents to be involved in their child's learning. For example, they feed back through discussions and daily sheets and hold parents' evenings, and children's development files are available for parents to look through at any time.

Overall, children's communication skills are adequately supported. Some practitioners suitably interact with children by asking some open-ended questions and introducing descriptive words to extend children's vocabulary. For example, while children are dancing with ribbons, practitioners say to them they are moving 'fast' and 'slow' and that they are making big and little circles. Regular story and song sessions further support children's acquisition of language. The special educational needs coordinator suitably supports children who are identified with special educational needs and/or disabilities. She works alongside parents and other professionals to ensure appropriate plans are in place to support children in their learning and development. Within the baby room, practitioners provide a wide range of textures and materials for young children to promote their sensory exploration but they do not consistently use these opportunities to skilfully interact with them and extend babies communication and language skills. Children enjoy exploring yoghurt, jelly, musical instruments, and natural and everyday objects. Babies delight when practitioners respond to them by joining in with them while they make sounds, and they copy the actions to familiar rhymes. Furthermore, all children have access to the very well-resourced and stimulating sensory room where they can relax and explore the lights and other sensory equipment. Babies' physical skills are suitably fostered. They have ample space outdoors to crawl, toddle and practise their walking. They develop strong muscles as they play with balls and ride wheeled toys and strengthen their small muscles while they dig in sand, play with cause and effect toys and manipulate objects. In addition, babies take part in weekly rhythm time sessions where they engage with a wide range of activities, such as parachute games, movement and music and ball

games.

Practitioners suitably use mathematical language in children's play. For example, they ask children how many eyes they have got while they are drawing people, and sing number rhymes together. In addition, children construct with different shaped bricks, problem solve while they play games, such as one removing blocks, fit pieces into jigsaws and play with different sized containers in the sand and water trays. Practitioners provide a suitable range of resources, both inside and outdoors, to support children's literacy skills. They make marks in sand with their fingers and brushes, and engage in meaningful conversations with their friends while they draw treasure maps and superheroes. Older children take part in daily phonic sessions and younger children learn about sounds in the environment, such as the sounds animal makes. Furthermore, all children have constant access to chalks, pens, crayons, paint, and cosy book areas. This provides children with opportunities to practise their early writing skills and make steady progress in their literacy development.

All children have daily access to the extremely well-planned and well-organised outdoor area. This provides a wealth of learning opportunities for children. For example, they plant and grow in the digging areas and children go on bug hunts in the mini-beast area or observe worms in the wormery. In addition, children enjoy helping to take care of Peter their pet rabbit. There is a good range of climbing equipment for children to access that tests and challenges their physical skills. There are quieter areas where children can play outdoor games on tables, which support their personal, social and emotional skills. Furthermore, there are water activities, mark-making areas and a whole wealth of other activities that support children in all areas of their learning and development. Children have access to resources and images that positively portray diversity and enjoy outings in the local community where they meet different people. They learn about caring for living things, such as caterpillars they cared for until they changed in to butterflies and were ready to be released. They have access to computers, a sensory room and cause and effect toys. This supports their awareness of information and communication technology. As a result, children gain a suitable awareness of the world in which they live and learn to respect themselves and each other.

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

Children are happy, confident and have formed secure attachments with their key person. Gradual settling-in sessions, where their key person spends time getting to each child and their family, contribute to this. Children show they feel secure by approaching the key person for a reassuring cuddle when they are upset or tired and by confidently exploring their environment. The nursery is extremely well resourced and a very attractively presented and stimulating environment with unusual areas for children to explore. For example, older children enjoy climbing to the newly built upper level where they relax and watch their friends, through glass, playing in another room. Practitioners suitably foster children's independence. For example, older children are encouraged to put their own coats on and serve their own meals, and children independently access drinks and wash their own hands. However, within the pre-school room children, are not always supported to manage their own personal and hygiene needs in a way that consistently respects their

privacy. For example, while children are using the toilet, sometimes they are clearly visible to other children, visitors and practitioners. Children are adequately prepared for their move on to school because practitioners welcome their new teachers into the nursery, they plan role-play activities and they talk to children about what to expect when they move on to the next stage of their learning.

Staff are good role models for children, they are polite and courteous and constantly praise children for their achievements. They have implemented a good range of strategies to ensure children's behaviour is managed in a positive way. For example, they acknowledge children's good behaviour with praise, such as when they are sharing or being kind. As a result, children are very sociable and well behaved. Children are encouraged to take risks while they play and practitioners are on hand to provide support or to remind them to be careful. For example, while they play on the climbing equipment. Planned activities, such as evacuation practises, also contribute to children's developing awareness of keeping themselves safe.

Practitioners suitably support children's awareness of the importance of leading healthy lifestyles. Children play and learn in an extremely clean and uncluttered environment. Appropriate hygiene procedures are in place to prevent any cross-infection. For example, practitioners wear gloves and aprons while changing children's nappies and ensure the mat is cleaned after each child is changed. Children are served healthy and nutritious meals which are freshly prepared on the premises and include their recommended five a day. Fresh drinking water is available for children to access whenever they are thirsty. All children have their own toothbrush in nursery and brush their teeth daily. In addition, they take part in regular physical exercise sessions and benefit from daily exercise outside in the fresh air. As a result, this contributes to children developing healthy habits.

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

The leadership and management of the nursery have a sound understanding of the requirements for the Early Years Foundation Stage. Practitioners demonstrate a suitable awareness of the possible indicators of abuse and how to respond should they have any concerns about children in their care. In addition, they are clear about the procedures they would follow should there be any allegations regarding the adults working in the nursery. Robust risk assessments, daily checks and secure entry into the nursery ensure the premises are safe for children to play and explore. Furthermore, the nursery has good procedures in place to cover any unexpected absences practitioners may have, ratios are always effectively maintained and practitioners are always effectively deployed to meet the needs of children. In addition, all the required paperwork is in place for the safe management of the nursery, including registers, accident forms and medication forms. Recruitment procedures adequately ensure that all adults working alongside children are suitable to do so, and ongoing checks ensure they continue to be suitable.

Practitioners demonstrate a suitable awareness of the learning and development requirements, and the manager aims for a fully qualified workforce. However, some of their daily practice and interactions with the children experience require improvement. As

a result, the quality of teaching is varied. Managers have implemented various methods of managing under-performance, including regular reviews and appraisals. However, systems to monitor the overall quality of the practitioner hands-on practice with the children have not been robust enough to bring about the required improvements to raise the quality for children to a consistently good standard. In addition, monitoring systems implemented to check the quality of children's observation, assessment and planning are not fully successful. This is because a small number of children's ongoing progress is not routinely monitored and their observations and individual planning are not of a good standard. Therefore, effective systems to identify some training needs are not robust. The managers regularly evaluate the quality of the nursery and ensure parents' and children's views are sought and included. For example, when planning the new outdoor spaces, children contributed by drawing what they would like in them and parents were regularly asked for their views. This has resulted in a high quality, extremely stimulating and well-resourced environment. However, although the quality of the environment has improved, there is an insufficient focus on the quality of teaching, which has resulted in the varied teaching methods. The managers demonstrate some capacity to improve the nursery. For example, some of the previous recommendations raised at their last inspection have been addressed, such as providing more resources that positively portray diversity, and hand washing procedures for children are robust. This has improved children's health and well-being.

Partnerships with parents are very positive. Parents say that they are happy with the care the children receive, practitioners are friendly and approachable and they feel fully informed regarding their child's day. The leadership and management of the nursery demonstrate that they know how to access advice and support from outside professionals should they need it to support children. In addition, they understand the importance of liaising with teachers to support a consistent and complementary approach to children's care and learning.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY396482
Local authority	Stockport
Inspection number	879273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	110
Name of provider	Nina's Nursery Ltd
Date of previous inspection	28/01/2010
Telephone number	01614834740

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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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