

0-2-5 Nursery LTD

22 Thornfield Road, STOCKPORT, Cheshire, SK4 3JT

Inspection date 29/09/2014
Previous inspection date 21/11/2013

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		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

- The quality of teaching is consistently good. Staff interact skilfully with children to enhance their learning, thus supporting them to make good progress.
- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe.
- Strong relationships with parents mean that key persons know their children well and parents are successfully included in their children's learning and development.
- The nursery is led and managed very effectively. The manager strives for continuous improvement of the provision to effectively support children's learning and development. She monitors the educational programmes well and ensures that staff are supported in their training and professional development.

It is not yet outstanding because

- Staff do not always enhance opportunities so that children gain awareness of each other's differences and similarities, to help create an even greater sense of belonging for each child.
- Staff do not always enhance children's, already very good, mathematical awareness and problem-solving skills through daily routines.

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 within the nursery and outdoors. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications.

Inspector

Joanne Ryan

Full report

Information about the setting

0-2-5 Nursery was registered in 1991 and re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Heaton Mersey area of Stockport and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play. The nursery employs 27 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3, one holds an appropriate qualification at level 6 and one holds an appropriate early years qualification at level 5. The nursery employs an Early Years Professional. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. The nursery provides free early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities to help children gain awareness of each other's differences and similarities, for example, by introducing resources that reflect their home language to create an even greater sense of belonging for each child
- enhance children's mathematical awareness through daily routines, for example, by encouraging children to count at mealtimes and problem solve by estimating how many children are present, so they can set out the correct amount of equipment.

Inspection judgements

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

The quality of teaching is good. Staff have a good understanding of how to provide activities and experiences, which build on children's interests. For example, children view buses passing at the front of the nursery and become curious and interested in them. Staff follow children's interests and take them on a bus journey so they can experience a real bus ride. They then extend this by making a bus out of cardboard boxes and a photographic book to remind children of their experiences. This develops children's understanding of the world and communication skills, as they talk about their experiences. Staff record observations of children and update tracking sheets to monitor children's progress and to identify the gaps in their learning. They plan activities that stem directly from children's interests and ideas and help them to achieve their next steps for learning. As a result, children make good progress, in relation to their starting points. Staff display

each child's next steps on a planning board, which allows all staff and parents to know the children's next steps in their learning and development. Therefore, everybody is able to work together to support individual children make good progress. As a result, children are developing the key skills required for their next stage of learning.

Staff support children in developing their thinking skills. For example, while they are playing outdoors children pretend to build using a range of tools, which also supports their physical skills. Staff and children look together at the screws on the hinge of the gate and discuss the purpose of them. The member of staff encourages children to think about how the screws help to hold the gate up. Staff talk to the children about the tools they are using and extend their vocabulary as they introduce words, such as spirit level. Children develop their mathematical awareness as staff introduce counting. For example, as children are going inside, staff and children count how many people are present. However, staff do not always extend mathematical awareness further. For example, at lunch time there are missed opportunities for children to solve problems when setting up for dinner.

Staff work together with parents when children first start. They discuss the skills and attributes that children already hold, which enables them to continue learning from children's current starting point. Staff continue to share information with parents and have created a display in the reception area with suggestions for activities at home. This enables parents to continue the learning at home. Staff make good use of the progress check for children aged between two and three years and share the summary of development with parents. As a result, all children are fully supported in all areas of their learning. The good systems in place for monitoring children's development allow staff to quickly identify where children might require extra support. Staff implement individual learning plans for children, which ensures all children make progress from their current stage of learning.

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

Key persons work closely with parents. They visit children and families in their home before children start, which enables them to establish good relationships with the children in familiar surroundings. There are flexible settling-in procedures, which help children to adjust at a pace that successfully reflects their needs and parental requirements. Staff get to know children well and children are confident in the environment. Children develop a good sense of belonging through warm relationships with staff, and each other, and big photographs of them are displayed, which also contributes to this. However, staff do not always enhance opportunities so that children gain awareness of each other's differences and similarities, so that they have an even greater sense of belonging. Key persons share information about children when the time comes for them to move to the next room. Therefore, children's individual needs are met. Good ongoing working relationships with local schools ensure a smooth move on to other settings as children continue their education.

Children have good opportunities to take risks. Outdoors they use challenging equipment, such as a climbing wall, where they negotiate how they can manoeuvre over it safely.

They run over a hill, discovering how to climb up and down it without falling. Staff encourage children to be independent. For example, children choose where and how they want to play, hang up their own coats and put on their own shoes. The nursery is well equipped and the toys are easily reached by babies and children to help with their decision making. Children's behaviour is managed well. Staff respect all children and listen well to their views and ideas. For example, staff let children take the lead in their learning and adapt the activities accordingly to what children are interested in. Staff act as good role models and they consistently provide clear guidance about what is acceptable behaviour, using age-appropriate explanations. They consistently use positive language to promote good behaviour and praise children for their achievements. This supports and encourages children to feel confident and secure, with the motivation to learn.

Staff provide children with an excellent range of opportunities to learn about healthy lifestyles. Parents bring in vegetables they have grown in their allotments and children discuss the names and features of them. Through group discussion time, children consider how they know the vegetables might be dying. Understanding of healthy lifestyles is then reinforced through the use of books, where children listen and engage in stories that explore the effects of food on their bodies. In addition, children have grown their own vegetables in the garden and have cared for them over a period of time, taking home some of the finished products to share with their parents. All children access the well-resourced outdoor area daily, where they benefit from fresh air and exercise.

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

Staff undertake regular training around child protection issues and procedures. As a result, they are secure in their knowledge of signs and indicators of abuse and neglect and what they would do if they have any concerns about a child. There is a clear procedure to follow in the event of an allegation against staff, which contributes towards keeping children safe. Procedures to establish the suitability of adults working with children are robust. Staff make good use of risk assessment to identify and reduce hazards to protect children, so they can play in a safe environment. Staff supervise children well and implement measures when necessary. For example, when children walk up stairs, staff talk to them about how to keep safe and staff deploy themselves effectively.

Since the last inspection the management have been highly proactive in addressing the previous actions. For example, babies now have more natural resources, which are available at their height to encourage investigation and exploration. The monitoring of staff performance has improved. A range of methods are used, such as peer observations, supervision and appraisals, to enhance their practice through honest and critical reflection. Training needs are discussed at supervision meetings and are arranged to positively impact on staff performance. The manager organises a programme of continuous training that arises from staff's individual needs, which helps them to improve their skills. For example, when staff begin to work with babies they access training, which develops their knowledge of how to meet the unique needs of babies. The nursery benefits from the manager having a degree, which positively influences the standard of teaching and care

within the nursery. Evaluation of the nursery's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents can share their opinions verbally at any time and through annual questionnaires. The setting has ongoing improvement plans and staff work well together to achieve identified developments. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. The manager maintains a good overview of the curriculum and monitors the educational programmes, to ensure children are helped to make progress in all areas of learning. Planning and assessment systems are monitored effectively. This ensures consistent and accurate assessment information is gathered and effectively identifies strengths and weaknesses in children's learning and development.

Staff work closely with other professionals and agencies if children have special educational needs and/or disabilities. This helps ensure that all children benefit from a consistent approach to their learning and care. Parents are well informed about children's learning and development because staff have created a display in the reception area, which outlines how young children learn. As children prepare to move onto school, staff invite school teachers into the nursery and attend local authority transition meetings. This means that children receive good support as they move between providers, as all carers are aware of children's current developmental stage.

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. 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	EY460716
Local authority	Stockport
Inspection number	962582
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	88
Name of provider	0-2-5 Nursery Limited
Date of previous inspection	21/11/2013
Telephone number	01614421113

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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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