

Nina's Nursey Ltd

8 Prestbury Road, Macclesfield, SK10 1AU

Inspection date	24/11/2014
Previous inspection date	02/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff are very enthusiastic in their interactions with children. They skilfully promote children's communication and language skills, asking many open-ended questions.
- Children explore and experiment freely with resources and staff enable children to take sensible risks. As a result, children are extremely confident and develop very good independence skills.
- Staff complete accurate observations and assessments of children's learning. They effectively involve parents and take account of children's learning at home. Consequently, children make good progress towards the early learning goals.
- Management effectively monitor staff practices and take account of parents' views, in order that the quality of care and learning continues to improve.
- Staff have a thorough understanding of safeguarding procedures. They show good awareness of the signs and symptoms that may indicate a child is at risk, and there are clear procedures for reporting concerns. This helps to protect children from harm.

It is not yet outstanding because

- The monitoring of progress for different groups of children is still in its infancy and not yet fully embedded into practice. Therefore, managers are not able to clearly identify whether any group is falling behind and focus on reducing this gap.
- Staff do not maximise opportunities to use children's home language in their play and learning. Consequently, their language development is not as swift as possible.

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 conducted a joint observation with the manager, and observed activities in all playrooms and the outside learning environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information and feedback included in parents' questionnaires.
- The inspector held meetings with the registered provider and manager of the nursery, and held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures, children's learning records and a range of other documentation.

Inspector

Val Thomas

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 two-storey 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 for bank holidays and a week at Christmas. Children are cared for within three rooms located on two floors with no lift access. They have access to an enclosed outdoor play area. There are currently 32 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. The nursery supports children who speak English as an additional language. There are currently six staff working directly with the children, all of whom hold appropriate early years qualifications. One of the staff has an appropriate qualification at level 6, one at level 5, three at level 3 and one at level 1. The nursery uses the Montessori educational approach and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already good procedures to support children who speak English as an additional language, by displaying and using familiar words in the child's home language more regularly in their play and learning
- enhance children's learning and development even further, by embedding the systems to monitor the progress of the different groups of children.

Inspection judgements

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

Teaching is good and staff throughout the nursery fully understand how to support children in developing the characteristics of effective learning. Staff's enthusiasm motivates children well. Consequently, children concentrate well during activities and stay on task. For example, children in the toddler room spend a good deal of time filling and emptying containers with the dried beans. Staff extend their learning further, through encouraging them to listen to the different sounds the beans make in the various containers. This maintains children's interest well. Staff plan a wide range of activities, which are clearly based on children's interests and individual next steps in their learning. Each key person completes regular and accurate observations and assessments of children's learning. They discuss with parents children's learning at home and encourage parents to record their children's 'wow moments'. This ensures children's learning is

effectively promoted. Staff are proactive in sharing information on children's progress with parents. They complete summary reports every three months, which are sent home, and hold parents' evenings twice a year. This helps to ensure that children's learning is complemented at home.

Staff skilfully promote children's communication and language skills. They ask many open-ended questions to engage children in conversations and promote their thinking. For example, staff ask older children 'Why do you think there is a bonfire?' when reading the story. They encourage children to explore the concept of feelings, asking 'Why do you think he is still sad?' Staff encourage babies to develop their early communication skills very well. Babies enjoy rolling the balls and say 'go' when staff say 'ready, steady, go'. Staff use good methods to support children who speak English as an additional language. They display a now and next board, using pictures to help children understand the routine and express what they want. Children are extending their vocabulary all of the time through the skilful intervention of staff. However, staff do not always maximise opportunities to use and display children's home language in children's play and learning, to develop their language to an even higher level. Older children learn a letter of the alphabet each week to develop their early reading skills. Staff involve parents in extending their children's learning further, by sending home name cards and letters for children to match to their name. The wide range of activities planned for children prepares them well for their future learning, when they move on to school.

Staff adopt the Montessori educational approach to teaching. Children thoroughly enjoy exploring and investigating the environment and staff support this very well. They concentrate well as they discover how to use the large pipette to transfer the water from one container to another. Staff make activities exciting for children through their enthusiasm. Children are eager to mix the ingredients together to make the dough and squeal with delight as they watch the water change colour. Staff regularly promote children's understanding of number, quantity and size. Children know their snake is long and that if they cut a piece off it will be short. They carefully pour the water into the flour following staff's instructions to only use a little bit of water. Children are confident when counting the cones outside, successfully counting up to eight following positive encouragement from staff. There are a wide range of sensory opportunities for children, which enable them to explore various textures and create their own pictures. For example, babies enjoy feeling the gel and shaving foam, while toddlers express themselves freely using their hands in the paint.

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

Staff have strong bonds with the children and are very enthusiastic and positive in their interactions. As a result, children happily come into the nursery and enjoy their play. For example, staff sit with young babies on the floor to encourage their participation with the musical instruments. The key person plays an important part in the settling-in process. This supports children's emotional well-being effectively. The key person liaises closely with parents to obtain details of children's individual routines, so that these are implemented into the nursery day. This helps babies to adapt quickly to the move from home to the nursery. The settling-in period is flexible according to the needs of both

children and parents. Staff record the activities children engage in each day and how their care needs are met, on information sheets and individual books for younger children. For the older children, staff detail activities on a notice board and discuss care needs daily. This fully informs parents and reassures them. There are good procedures in place to prepare children for the move to school. Staff talk to children and read stories about going to school and children bring in their school uniforms to show staff. This ensures they are emotionally ready for the move.

The nursery is very welcoming for children and parents. Staff organise the rooms so that the wide range of resources are easily accessible. This enables children to make their own choices about their play. A clear strength of the nursery is how staff promote children's independence to a very high level. In addition, they support children's personal, social and emotional development very well. In the pre-school room, children are keen to carry out the tasks which they choose each day. For example, children are proud to be the leader when they go outside and to serve the dinner for other children. They confidently serve their own second helpings of food and persevere with putting on their coats and shoes to play outside. This prepares them well for when they move to school. Staff promote children's self-esteem to a very good level and use praise effectively. This enables children to feel a sense of achievement for their efforts. For example, staff enthusiastically tell children 'well done' when they say the names of the animals in the book and make the animal sounds. Behaviour is managed well throughout the nursery. Staff encourage children to negotiate for the toys they want to play with, and to respect each other. They act as positive role models and encourage children to use their manners, for instance, to say 'please can I have a turn'. This promotes a harmonious environment for children to play in. Staff make sure that children learn how to stay safe. Consequently, children know that they must hold onto the handrail when walking down the stairs. Staff explain to younger children that they should not throw toys as they may hurt others. This helps to safeguard children as they play.

Staff actively encourage children to develop a healthy lifestyle. Children regularly play outdoors in the vibrant outdoor area. They have lots of fun using the varied range of equipment, which offers good challenge. Staff understand the benefits of letting children take sensible risks. As a result, older children show very good confidence when spinning around on the swings and finding different ways to climb the slide. Young children enjoy bouncing on the rocking toys and exploring the animals in the sand. Staff ensure that children follow clear hygiene routines, washing their hands before they eat and cleaning their teeth after lunch. In addition, staff are vigilant in making sure that they wear protective clothing for nappy changes and serving food. This helps to prevent the spread of infection. Healthy and nutritional snacks are provided. Children sit very well at mealtimes and enjoy the social aspect, engaging in conversations with other children and staff.

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

The leadership and management team ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met to a good level. They place a

strong focus on ensuring that children are kept safe and protected from harm. The majority of staff have attended safeguarding training and this is updated annually, to review staff awareness and practices. As a result, staff demonstrate a good knowledge of the signs and symptoms that may indicate a child is at risk of abuse and know how to report any concerns. The manager ensures that staff and visitors' mobile phones are stored securely in the office and there is a signing in and out procedure. There is also very stringent guidance for the use of social network sites. Consequently, this helps to safeguard children. The provider implements robust recruitment procedures and all staff have suitability checks in place, which helps to verify they are suitable to work with children. There is a suitable level of staff who have a current paediatric first-aid certificate, and a clear plan for all other staff to attend the training. The provider employs an external agency to undertake health and safety checks for the building and staff complete daily room safety checks. This ensures that children can play safely. Staff keep accurate records for accidents, medication and attendance, which promotes children's safety and welfare.

The leadership and management team have very effective systems in place to evaluate practices within the nursery. Since the last inspection, the nursery has made good progress and managers have comprehensive action plans in place to continually improve what is offered. The recording of staff attendance is thorough and clearly shows that there is a good level of staff to meet children's needs. The manager now monitors staff's completion of children's observations and assessments. This ensures that they are accurate and contain detailed information about children's starting points. Consequently, staff have a very detailed knowledge of children's level of development and are able to support children effectively in making good progress towards the early learning goals. However, systems to monitor the progress of the different groups of children are in their infancy and not yet fully embedded to help children make even better progress. The manager observes staff practices and conducts regular supervision sessions for staff. As a result, the quality of care and education are promoted to a good level. There is a good level of qualified staff and a clear training programme in place, which is having a beneficial impact for children. For example, training attended for supporting two-year-old children, now means that staff are placing more emphasis on promoting language skills. As a result, children are making good progress in these areas.

Staff give high priority to promoting effective relationships with parents. In the main entrance, parents have access to the wide range of policies and these inform parents of how their children are cared for. Regular newsletters are sent home to ensure they are kept up to date with any changes to the nursery. The management team proactively seek parents' views through the use of questionnaires and take action to address any concerns raised. For example, any new staff are introduced to parents and details are displayed on the parents' notice board, so that they are clear who cares for their children. Parents strongly agree that management are approachable, there are good facilities for outdoor play and that play activities are varied and matched to children's interests. Parents spoken to on the day of inspection are extremely complimentary about the nursery. They comment that children are 'thrilled to attend', their 'confidence levels have increased significantly' and 'there is good sharing of information on children's progress'. Staff demonstrate a good understanding of the importance of building effective partnerships with other professionals. This ensures staff access appropriate interventions where needed, to ensure children's individual needs are met. Staff build partnerships with other

settings children attend and with schools that children are moving on to. Consequently, children's care and learning are consistently promoted.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY465098
Local authority	Cheshire East
Inspection number	962939
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	32
Name of provider	Nina's Nursery Ltd
Date of previous inspection	02/12/2013
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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