

0-2-5 Nursery LTD

22 Thornfield Road, STOCKPORT, Cheshire, SK4 3JT



Inspection date	20 October 2017
Previous inspection date	29 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The longstanding, experienced and highly qualified management team are passionate about their roles in continually raising the quality of the nursery. They are striving to achieve outstanding. Parents' views are an essential part of the evaluation process and many changes are implemented as a result of feedback received.
- Support offered to children who speak English as an additional language is excellent. Staff work in close partnerships with parents to offer specific language support. For example, picture cards are used to communicate with children and staff have worked with parents to learn the correct pronunciation of words in children's home language.
- The well-qualified staff observe children and form regular assessments of their learning. Managers closely monitor children's progress. They use their systems to swiftly identify any gaps in learning and support staff to focus on the areas that children need help. This contributes to the consistently good rates of progress that children make.
- Children are settled and have formed good attachments with their key person. Staff provide good levels of care for children. For example, they recognise when children become tired and make rest areas available, providing items sent in from home which offer comfort. This helps to support children's emotional and physical well-being.

It is not yet outstanding because:

- Overall, the quality of teaching is good, however, very occasionally planned activities can be slightly too challenging for children's abilities and can cause them to lose interest.
- While the managers already monitor staff practice, the new systems to offer even higher levels of support are not yet highly effective in raising the quality even further.

What the setting needs to do to improve further

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

- provide activities that engage children at their individual level and maintain their interest
- continue to embed new systems to monitor staff practice to help to provide more regular and specific support for all staff.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager, deputy manager and office manager. She looked at a range of documentation, such as the nursery self-evaluation, a range of policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and she took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The safeguarding policy is detailed and up to date. Staff receive regular training and updates regarding child protection issues. They have a good understanding of how to identify concerns about children's safety and welfare or how to manage concerns about the behaviour of a colleague. They understand the procedures in place to report concerns. The manager implements a safe recruitment policy. She completes the required checks prior to employing new staff. Additionally, she checks the ongoing suitability of staff. For example, she ensures staff are aware of the instances that could make them unsuitable to work with children and they sign a declaration to confirm that their suitability has not changed. This helps to keep children safe. Overall, staff are well supported. The manager offers staff supervision sessions. They discuss children's progress, identify training needs and have the opportunity to discuss confidential issues. Staff are encouraged to obtain further qualifications. Training is specific to the individual needs of staff members and requirements and all staff are trained in paediatric first aid.

Quality of teaching, learning and assessment is good

Staff play with babies as they build towers with everyday objects. Staff count slowly as babies place the objects on top of the other. This helps to support their attention, physical skills and early mathematical skills. Toddlers make marks using paintbrushes and water. They concentrate intently as they move the brushes and watch the marks they leave. This helps to develop their coordination in preparation for early writing. Pre-school children engage in imaginary play in the sensory garden. Staff offer subtle suggestions to help to extend children's learning. They suggest that their sticks look like a character from a book. Children become excited and they engage in play recalling parts of the story. This helps to build their confidence, communication and literacy skills.

Personal development, behaviour and welfare are good

Children's behaviour is good and they display high levels of self-esteem. For example, pre-school children show that they are proud of their achievements. Partnerships with parents are highly effective. They are very well informed about children's care and learning and contribute from the very beginning. Staff provide all children with opportunities to learn about diversity. They offer a variety of resources, images and children participate in activities that help them to explore different cultural celebrations. For example, they have recently explored Diwali in a range of age-appropriate ways.

Outcomes for children are good

All children make good progress. Children who speak English as an additional language learn new words rapidly. All children are well prepared for their next stage in learning and are developing the key skills they will need for school. Children are sociable and confident. Pre-school children show motivation in forming letters and begin to write their names. Toddlers are developing good communication skills as they actively join in with ring games and songs, and copy the actions and movements that staff make.

Setting details

Unique reference number	EY460716
Local authority	Stockport
Inspection number	1115587
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	82
Number of children on roll	140
Name of registered person	0-2-5 Nursery Limited
Registered person unique reference number	RP532454
Date of previous inspection	29 September 2014
Telephone number	01614421113

0-2-5 Nursery LTD re-registered in 2013. The nursery employs 36 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 or above, including three members of staff who hold a qualification at level 6. The nursery operates between 7.30am and 6pm, all year round with the exception of bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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