

Ninas Nursery Davenport

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



Inspection date	24 January 2018
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not ensured that the systems to monitor staff practice have been consistently implemented. Not all staff have not been offered regular supervision sessions to monitor, coach and support them in their roles to help them to develop their skills and knowledge. The quality of teaching is not consistently good.
- Some staff, particularly in the pre-school room, do not carry out regular assessments of children's learning. Planning for children's individual needs is not always precise enough to help to build on what they already know and can do. Some children do not make enough progress in their learning and development.
- Although every child is assigned a key person, some staff are not fully aware of their roles in building up relationships with children to help to meet their individual needs. Some parents have not been told who their child's key person is.
- The organisation of some daily routines interrupts children's play and, at times, has a negative impact on children's engagement in play and learning.

It has the following strengths

- The nursery environment is welcoming, stimulating, safe and secure. Children are provided with a variety of high-quality toys and natural resources that helps to capture their interests and curiosity.
- Children's health is promoted well. Staff implement suitable hygiene procedures and robust policies are in place for children who become ill. Staff follow the appropriate exclusion periods that help to minimise the spread of infection. The procedure in place for administering medication meets the legal requirements.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that all staff receive effective coaching, support and training to help to improve the quality of teaching and overall practice in the nursery 	28/02/2018
<ul style="list-style-type: none"> ■ complete assessments and planning more precisely for children in the pre-school room to help all children to make consistently good rates of progress 	28/02/2018
<ul style="list-style-type: none"> ■ establish an effective key-person system to help to build strong partnerships with parents and children. 	28/02/2018

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

- review the organisation of daily routines to allow children more time to become deeply engrossed in play.

Inspection activities

- The inspector observed the quality of teaching in all rooms in the nursery. She assessed the impact this has on children's learning.
- The inspector held discussions with the provider, the area manager and supporting manager. She spoke to staff at appropriate times during the inspection.
- The inspector observed a planned activity and jointly evaluated the teaching with the supporting manager.
- The inspector viewed a range of documents, including policies and procedures, children's assessment records and checked evidence of the suitability of staff working on the premises.
- The inspector spoke to a number parents on the day of the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider is aware of the weaknesses in practice. She has recently appointed an experienced management team who have swiftly produced a number of action plans to help to raise the quality. However, they have not yet been implemented. Although there are systems in place to supervise staff and monitor their practice, some staff have not been offered the training and support they need. This has a negative impact on the overall standards. Nevertheless, managers ensure that ratios are maintained and staff are deployed suitably in accordance with their qualifications. Staff provide children with suitable levels of supervision. Risk assessments are used effectively to help to minimise accidents. The majority of staff hold first-aid qualifications. Staff have a good understanding of child protection policies and procedures. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Some staff, particularly in the pre-school room, do not complete regular observations and assessments of children's learning. This has an impact on staff's ability to plan precisely for individual children and to ensure their progress is monitored closely. Furthermore, the quality of teaching is inconsistent. For example, in the pre-school room teaching is not adapted well enough to engage, motivate and challenge all children. Additionally, there has not been enough consideration given to how daily routines sometimes interrupt children who are deeply engrossed in play. Nevertheless, staff in the baby room display suitable teaching skills. For example, they use a range of techniques to help children to develop their speaking skills. Children confidently repeat new words. Staff in the toddler room engage children in playing with dough. Staff model ways to manipulate the dough and children are eager to copy as they knead it to make different shapes. This helps children to develop their small muscles in readiness for early writing.

Personal development, behaviour and welfare require improvement

There have been several staff changes which has resulted in recent adjustments in the key-person system. Some parents have not been made aware of the changes and have been unable to build up a strong relationship with their child's key person. Although on the whole, staff are deployed in rooms with their key children, not all staff fully understand their role in helping to meet their individual needs. For example, staff covering from other nurseries within the group take more of an active role in the care routines of babies and younger children. Nevertheless, children are happy, settled and confident. Staff are caring towards children and children's behaviour is good. Children are encouraged to become independent in self-care in a range of ways.

Outcomes for children require improvement

Not all children make enough progress. That said, babies are developing suitable physical skills. They hold paintbrushes and move them to make marks in oats. Younger children listen with interest and join in as staff read stories. Overall, children gain some skills needed for their move to school, such as forming some letters from their name.

Setting details

Unique reference number	EY396482
Local authority	Stockport
Inspection number	1122222
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	76
Name of registered person	Nina's Nursery (Davenport) Limited
Registered person unique reference number	RP905875
Date of previous inspection	25 June 2015
Telephone number	01614834740

Ninas Nursery Davenport registered in 2009. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round except for bank holidays and one week at Christmas. The nursery employs 11 members of childcare staff. Of these, one member of staff holds a recognised qualification at level 4, four at level 3, three at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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