

All Aboard Nursery

Whitfield House - Ground Floor, Stockport SK3 0AD



Inspection date	4 December 2018
Previous inspection date	3 July 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- The provider has not ensured that the temperature of the pre-school room is warm enough. This does not fully support older children's welfare and ensure they play and learn in a warm environment.
- Staff are not always deployed effectively, especially during busy times of the day to ensure children's individual needs are met.
- Changes to the key-person system means that some staff do not accurately assess what children know, understand and can do. This means that they do not know precisely enough what children need to learn next. Some planned activities lack challenge and children do not make the progress that they are capable of.
- Staff are not focused enough on helping all children to use and develop their home languages which they speak in addition to English.

It has the following strengths

- The provider has made positive changes since the last inspection. She leads a team who share her passion and commitment to improve. All staff have received training on positive behaviour management strategies. This has had an extremely positive effect and children behave very well.
- The stimulating environment is clean and well-organised to meet the needs of all ages. Children are inquisitive. They independently choose from a range of good quality, accessible toys. This helps to motivate them in readiness for future learning and school.
- Partnership with parents is a key strength. A variety of effective systems are used to exchange detailed information and keep parents informed and updated. Staff value the fundamental role parents play in supporting children's development.

What the setting needs to do to improve further

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

	Due date
ensure that the premises is fit for purpose and suitable for children to play and learn in, with regards to the temperature of the pre-school room	21/12/2018
improve staff deployment and establish an effective key-person system to fully meet children's care and learning needs	04/01/2019
use information gained from observations of children's learning to accurately assess what they know, understand and can do	04/01/2019
help all children to develop and use their home language in play and learning, further supporting their communication and language development.	04/01/2019

Inspection activities

- This inspection was carried out as a result of a risk assessment process, following information received by Ofsted.
- The inspector toured all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider/manager and deputy manager carried out an evaluation of teaching with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments, children's records, discussed self-evaluation and action plans and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector
Layla Davies

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has addressed the actions raised at the last inspection. However, on the day of inspection she was unaware that the heating system was not working properly. This meant that one of the play rooms was cold and potentially uncomfortable for children. Leaders ensure that staff-to-child ratios are maintained and children are supervised well. However, sometimes key-persons are not deployed effectively, especially during busy times of the day, to ensure children's individual needs are met. Recent changes to the staff team means that babies and young children are not always supported by a familiar person. Safeguarding is effective. Staff are trained in child protection procedures and know what to do if they have concerns about a child or the behaviour of a colleague. Staff suitability is thoroughly checked. All staff receive an in-depth induction, ongoing support and training. Overall, this helps them to understand their roles and responsibilities and helps to improve their knowledge and skills.

Quality of teaching, learning and assessment requires improvement

Children are not supported as well as possible by staff to achieve their best. For example, some staff are not aware of older children's additional languages. This means that they are not being helped to use the languages they speak at home. However, staff are well qualified and overall, provide some interesting learning opportunities. Babies delight in exploring the sensory textures of winter themed objects. This contributes towards their exploration and investigative skills. Staff skilfully introduce new vocabulary as two-year-old children play with vegetables and fruit during role play. However, some staff are not aware of what children need to learn next to plan challenging activities that help children to make the progress that they are capable of. Nonetheless, children appear interested and interact with staff and each other. Older children develop good awareness of the similarities and differences between themselves and others. For example, they look at family photographs and proudly talk about home experiences.

Personal development, behaviour and welfare require improvement

Recent changes to the staff team has resulted in changes to children's key person. Nonetheless, as some consistent staff are deployed in base room's, overall children are happy and eventually do settle. Children benefit from regular outdoor play and interesting outings in the local community. Staff provide healthy meals and cater for specific dietary requirements. This contributes towards children's physical health. Staff gather written consent from parents before administering medication to children. This is thoroughly documented and helps to ensure that children's well-being is promoted.

Outcomes for children require improvement

Children, including those in receipt of additional funding, generally enjoy their time at nursery but they are not always challenged to enable them to make the progress that they are capable of. Nonetheless, they make choices, initiate activities and lead their own play. Children communicate well, are respected and listened to. For example, older children vote on where to hang Christmas decorations. Children develop some skills for future learning. For example, two-years-olds capably count beads as they thread them onto laces. Babies use early writing skills and make marks in sand.

Setting details

Unique reference number	EY546936
Local authority	Stockport
Inspection number	10085725
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	36
Number of children on roll	50
Name of registered person	Brewer, Emma Jane
Registered person unique reference number	RP546935
Date of previous inspection	3 July 2018
Telephone number	01614809978

All Aboard Nursery registered in 2017. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. It employs 12 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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