

Inspection of Ninos & Ninas Nursery Ltd

Holy Family Convent, 52 London Road, Enfield, Middlesex EN2 6EN

Inspection date: 14 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide engaging experiences to help children understand about diversity and what makes them unique. For example, they used a well-thought-out activity with different-coloured egg shells to help children develop a wonderful acceptance of one another's similarities and differences. A wide array of resources reflect positive images of those in the wider world. Staff skilfully share stories, songs and key words with children in English and Spanish. This helps provide opportunities for children to hear and build on their speech and vocabulary. The manager has identified that children who do not have English or Spanish as their home language could benefit even further from other forms of communication strategy. She is implementing plans to further support all children to enhance their communication and language skills. Positive attachments between staff and children contribute to children settling quickly. Children are happy to arrive and explore the safe and engaging environment that staff create. Children display positive behaviour. They follow the example set by staff to use polite manners and frequently say 'please' and 'thank you' without being reminded. Children understand what is expected of them and treat one another with kindness.

What does the early years setting do well and what does it need to do better?

- Staff provide opportunities for children to develop their physical skills well. For instance, staff support children to ride tricycles, teaching them how to use pedals correctly. This helps children to improve coordination and begin to negotiate space carefully.
- The manager works closely with staff to construct a curriculum that captures children's interests and challenges them well. For example, assessments are accurate and planning focuses well on what children enjoy, can already do and need to learn next to support their learning.
- Occasionally, staff complete simple tasks for children, such as doing up zips on coats, pouring their drinks and handing out plates at snack time. Children do not consistently have opportunities to make choices and attempt to manage their own personal care needs. They are not fully supported to master self-care skills confidently.
- The manager includes views of staff and parents to consider how to raise the quality of the provision. Reflecting on group story sessions led staff to adapt how they organise this time to ensure that each session fully engages different ages and abilities. This has a positive impact on children's overall experience of stories and books, and promotes early literacy skills effectively.
- Partnerships with parents are positive. Parents identify that a range of communication methods, such as emails, noticeboards, newsletters and face-to-face meetings, help to keep them notified about significant changes within the provision. Staff share assessments and ideas with parents to promote children's

learning even further at home. They request ideas from parents regarding children's ongoing interests, to contribute to planning. This helps to build a continuity of care between home and the setting effectively.

- Staff benefit from the knowledge of both an experienced manager and a newly appointed qualified teacher. Systems for supervision, peer observation and mentoring are in place and beginning to raise the quality of the provision. However, these are not rigorous enough to identify and focus professional development opportunities effectively on specific areas of practice that staff need to develop.
- Children enjoy a range of experiences, such as caring for baby dolls, building with recycled materials, stomping dinosaurs around a volcano and brushing outdoor walls with water and brooms. Children laugh as they play, develop a caring attitude and learn to take turns. They acquire key social skills to support their ongoing development successfully.

Safeguarding

The arrangements for safeguarding are effective.

Staff know safeguarding policies well. They understand how to recognise signs of abuse and are alert to signs that a child may be at risk of extreme ideas and behaviours. They know the procedures to follow to escalate potential concerns in order to keep children safe. The manager implements a safer recruitment policy to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- allow children time to make choices and attempt challenging tasks for themselves, to help them build further on their independence and self-care skills
- strengthen supervision processes to identify and support appropriate professional development opportunities, to help improve staff teaching practice continually.

Setting details

Unique reference number	EY562113
Local authority	Enfield
Inspection number	10125298
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Ninos & Ninas Nursery Ltd
Registered person unique reference number	RP547891
Telephone number	07964 795 156
Date of previous inspection	Not applicable

Information about this early years setting

Ninos and Ninas Nursery Ltd registered in 2018. The setting opens Monday to Friday from 9.15am to 3.15pm, during term time only. It currently employs six members of staff. Of these, four hold appropriate early years qualifications from level 3 to level 6. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector and manager completed a learning walk around the nursery, discussing the impact of the curriculum on children's learning.
- The inspector and manager carried out a joint observation of a planned outdoor activity.
- The inspector observed children's play and interactions between staff and children.
- The inspector held discussions with parents and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection and held a detailed meeting with the manager.
- The inspector sampled a range of documentation, including staff qualifications, observation records, policies and planning.

We carried out this inspection 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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