

Inspection of Nina's Nursery Offerton

43 Marple Road, STOCKPORT, Cheshire SK2 5EL

Inspection date: 1 September 2021

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

Children settle well, feel safe and are happy at this good-quality nursery. Although their experiences are a little different, due to the COVID-19 (coronavirus) pandemic, children show confidence as they adapt to changes. For example, they part from their parents with ease at the entrance. Staff build nurturing bonds with children and are positive role models. Children learn to take turns with toys.

Children explore the well-organised environment and build their independence as they learn. They show positive attitudes towards their play. Children develop their small-muscle skills while using crayons to make pictures and by mixing flour and water to make dough. Outdoors, children are excited to discover that teapots become heavy when filled to the top with water. They watch as the water flows from the spout and fills other containers. Children show good physical skills as they use bicycles and see-saws. They use their own ideas when they describe their creations of 'yellow pies with blue sugar' in the sandpit. Babies show pure delight as they succeed in climbing on low-level apparatus. They explore the sounds that different musical instruments make and learn how to turn the pages of books.

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

- Leaders' main intent is to provide quality care and education for all children. Detailed self-evaluation allows them to identify ways to further improve. The well-being of children, families and staff is a priority for leaders. Staff report that they are well supported and feel valued. They access a variety of training and meetings which help to support their well-being and improve their practice.
- In the main, children make good progress. Staff know the skills and knowledge that they intend children to learn. They provide children with a broad curriculum which follows children's interests and builds on what they already know and can do. However, the implementation of some activities does not consistently meet the individual learning needs of all children. As a result, some children do not always fully engage or progress quickly towards their next steps in learning.
- Children learn about the world around them. For example, they learn how to care for the nursery's chickens. Staff take children on trips and walks in the local area. Children make posters about the importance of recycling and put them up in the park for other children to find. They learn about similarities and differences between themselves and others. For example, children learn about festivals, such as Eid, and taste food from different cultures. This helps them to be prepared for life in the society they live in.
- Staff promote children's communication and language skills well. Children freely access books throughout the day. They listen to stories and songs with high levels of interest. For example, staff sing 'Row, row, row your boat' and encourage babies to repeat some of the words. Staff introduce children to new

vocabulary during their play and during adult-led activities, such as 'fennel seeds', 'ginger', 'lemon' and 'muscles'.

- Children's growing independence is given priority from the earliest age. Babies learn to use spoons, and toddlers learn to use cutlery, to eat nutritious, home-cooked food. Staff encourage children to do things for themselves, such as putting on their own coats and wellington boots. Children learn to wash their hands before eating. However, some staff do not consistently follow robust hygiene procedures, such as washing their own hands after wiping children's noses. Children are not always prompted to cover their mouths when they cough or taught why these practices are important.
- Partnership working is strong. Staff establish good links with external professionals and other settings. This helps to support children throughout their time at the nursery and in their eventual move to school. Parents praise staff for being 'personable' and say that they are 'like family'. They comment that their children make good progress. Daily communication, which focuses on children's care and learning, helps parents to support their children's learning at home.
- Children are confident and, overall, show good behaviour. They are curious as they approach visitors and are considerate of others. For example, some children find chairs for their friends to sit on. However, staff do not always make their expectations of children's behaviour clear. This means that, on occasion, some children do not behave in the way that staff intend.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff are well deployed throughout the nursery and supervise children well. Robust recruitment arrangements ensure that staff are suitable to work with children. Staff attend safeguarding training, and leaders ensure that this knowledge is kept up to date. Staff know what to do if they have concerns about children's welfare or a colleague's conduct. They know how to identify children who may be at risk of harm. Staff understand safeguarding issues, such as female genital mutilation and spiritual possession. They attend first-aid training and have a good understanding of how to keep children safe.

What does the setting need to do to improve?

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

- support staff to consistently implement activities that focus more sharply on children's individual learning needs
- help all staff to follow robust hygiene procedures and to teach children why these are important
- support staff in making their expectations of children's behaviour clear, so that all children understand and follow what is expected of them.

Setting details

Unique reference number	2503872
Local authority	Stockport
Inspection number	10191491
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	73
Number of children on roll	108
Name of registered person	Nina's Nursery (offerton) Limited
Registered person unique reference number	2503871
Telephone number	0161 456 2210
Date of previous inspection	Not applicable

Information about this early years setting

Nina's Nursery Offerton registered in 2018. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the nursery.
- The manager and the inspector had a learning walk.
- A joint observation was carried out by the inspector and the manager, and they discussed this afterwards.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including information around safeguarding, and evidence of the suitability and training of staff.

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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