

Inspection of Ninas Nursery Macclesfield

8 Prestbury Road, Macclesfield SK10 1AU

Inspection date:

2 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection, standards at the nursery have declined. Through self-evaluation, leaders identify key weaknesses, such as the quality of education, but do not do enough to bring about change. Staff do not provide children with a sequence of learning that builds on what they know and can do. Activities are not always pitched at the right level and do not match children's interests. Some staff are unaware of what they need to do in order to help children to make good progress. The provider notified Ofsted of a significant event, where a child was left unsupervised for a short period of time. The provider met the legal obligation to notify Ofsted and has taken prompt action to stop a recurrence. New security measures are in place and the premises are safe and secure.

Children are happy, safe and content. Due to the COVID-19 (coronavirus) pandemic, parents do not enter the nursery as they usually would. Children adapt well to new routines and wave their parents off at the door. Babies giggle while playing with musical instruments. Toddlers enjoy making dough. Older children talk about growing vegetables and confidently put their shoes on. Overall, children behave well. However, on occasion, children do not know what is expected of them. Some staff are inconsistent with behaviour expectations of children and this leaves them unsure of what is right and wrong.

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

- Leaders demonstrate a good capacity to remedy shortfalls. They aspire to be good and have a strong vision of what they want to achieve. Leaders know that the quality of education is not good. They have effective assessment arrangements in place, but do not provide staff with a clear understanding of what they want them to teach children. This results in staff planning activities that do not link to children's interests and do not build on what they already know and can do.
- Staff foster children's love of reading. They sit with children and discuss various books. Pre-school children excitedly talk about their favourite characters and use their knowledge of letters and sounds to decode words. Staff support children's early writing skills and teach them new vocabulary. Children develop the necessary skills in readiness for their move to school.
- Children show good physical skills. Staff support babies to crawl towards musical instruments. They play ball games with toddlers, complete races with pre-school children and set up an assault course. Children have plenty of opportunities to be physically active and enjoy being outdoors.
- A strength of the nursery is the support in place for children with special educational needs and/or disabilities (SEND). Links with external professionals are strong and timely interventions are put in place. Children with SEND make

progress and gaps in their learning narrow. Additional funding for the most disadvantaged children is used well. For example, staff plan outings for children to places that they would not usually experience. This teaches children about the world they live in.

- Overall, care practices are effective. The key-person system supports children's emotional well-being and children are confident and independent. Children put their coats on and help to serve food at lunchtime. However, hygiene practices across the nursery are not always effective. For example, some staff do not wash their hands after wiping children's noses. In addition, they do not teach children the importance of handwashing, to help to support children's good health.
- Leaders do not consistently provide staff with incisive feedback, in order to raise standards in their practice. There are gaps in the induction process and some staff do not always know what their roles and responsibilities are. For example, some staff do not know the procedures to follow when dealing with children's behaviour. They do not provide children with clear messages to help them to understand when behaviour is not acceptable.
- Partnership working is strong. Parents receive regular newsletters and updates about their children's care and learning, which help support children's learning at home. Parents commend staff on their loving and caring nature. Typical comments include 'my child really enjoys coming here'.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe and protected from harm. Leaders provide staff with safeguarding training and keep them updated with changes in legislation and policy. Staff know what to do if they have concerns about children or the conduct of a colleague. Recruitment and vetting procedures are robust and all staff are suitable to work with children. Ratios are met, staff are deployed well and children are supervised with vigilance. Staff teach children about the importance of keeping themselves safe, including while online. Accidents and injuries are dealt with effectively and staff are first-aid trained.

What does the setting need to do to improve?

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

	Due date
ensure that the curriculum is planned and sequenced to build on what children already know and can do, to enable children to make good progress	30/09/2021

ensure that induction processes for staff, including agency staff, enable them to fully understand their roles and responsibilities.	30/09/2021
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To further improve the quality of the early years provision, the provider should:

- strengthen staff knowledge around consistently promoting children's good behaviour
- refine hygiene practices, to ensure that all staff and children follow strict routines, particularly around hand washing to reduce the risk of cross infection
- provide staff with incisive feedback about their professional practice, in order to raise the quality of their teaching to a good level.

Setting details

Unique reference number	EY465098
Local authority	Cheshire East
Inspection number	10204368
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	45
Number of children on roll	33
Name of registered person	Nina's Nursery (Macclesfield) Limited
Registered person unique reference number	RP906054
Telephone number	01625619687
Date of previous inspection	16 March 2018

Information about this early years setting

Ninas Nursery Macclesfield registered in 2013. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery uses the Montessori educational approach and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in his evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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