

Inspection of Nina's Nursery (Wilmslow) Ltd

Faraday House, 5 Hawthorn Lane, Wilmslow SK9 1AA

Inspection date:

7 March 2023

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

Overall, children are safe and well cared for. They make some progress to support their future life ahead. However, the quality of education is variable.

Children develop trusting relationships with the staff who care for them. They accept hugs and reassurance to help them settle. Children feel safe and secure. Staff organise predictable routines, such as circle time and daily outdoor play. Older children talk to staff with excitement. They share their ideas about their interests, showing that they feel valued. For example, they tell staff that they 'like limes, apples and bananas' or their favourite Peppa Pig character is 'Rebecca Rabbit'. Children are eager communicators.

Children, including those with special educational needs and/or disabilities (SEND), keenly join in with the learning activities staff provide. All children enjoy exploring paints, building towers with bricks and digging in sand. Children develop their physical and sensory skills as they play. However, the positive attitude they initially show to their play is not sustained because the learning planned for them lacks sufficient challenge. On some occasions, this results in conflict with others and poor behaviour.

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

- Leaders and managers have not had sufficient oversight of the nursery to secure continued improvement. Frequent changes in staffing have created inconsistencies in the quality of care and education. For example, the leader's curriculum is not well understood and implemented by staff. This means children make good progress in some areas of learning, such as physical development. However, they fall behind in other areas such as personal, social and emotional development. Nevertheless, leaders and managers have the capacity to improve outcomes.
- Staff show genuine care and concern for children. However, they are not always available to help all children manage their emotions because they are completing other tasks away from the children. For example, when children become over stimulated or tired, staff do not intervene quickly enough or in an appropriate way. This means children are not learning how to regulate their own behaviour well enough.
- Children's language development is supported through back-and-forth conversation initiated by staff. Babies happily watch adults sing nursery rhymes and try to copy the actions. Staff share the story of 'We're Going on a Bear Hunt'. Children delight in reliving the story as they search for the bear. Despite this, too much of the teaching and learning is incidental.
- Staff do not plan or adapt their teaching to meet children's individual

requirements. For example, when staff play with babies in the water, the youngest children sit away from the group and are not encouraged to become engaged. This results in children losing interest in their play before they have had time to develop new learning.

- Children develop some independence skills. Babies learn to feed themselves. Older children begin to manage their own dressing. Despite this, other independence skills, such as collecting their own crayons and tidying away after themselves, are not encouraged. This prevents children from developing personal skills as quickly as they are capable.
- Children benefit from the freshly home-made meals provided. The menu is planned to take into account a range of dietary requirements. The food offered is of high nutritional quality and genuinely enjoyed by children and staff. This supports their continued good health.
- Managers organise supervisions and staff meetings. Staff can share any concerns about children's welfare and learn more about how to safeguard children. However, the professional development provided by leaders is not effective in improving the overall effectiveness of the education.
- Parents and/or carers say that they are happy with the service provided to them. Parents appreciate the daily updates about the 'fun things their children have been doing'. However, parents are not invited to contribute to the statutory assessments of their children. Therefore, they do not know enough about how they can help to support their child's learning and development further at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads are aware of their responsibilities to keep children safe. Staff participate in regular child protection quizzes to help keep their knowledge up to date. The leaders work with other agencies, where appropriate, to keep children safe from harm. Staff know the children's dietary requirements well. This helps to keep children safe from eating foods that they are allergic to or are not culturally permitted. In the main, the premises are safe and suitably maintained.

What does the setting need to do to improve?

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

	Due date
ensure staff are suitably deployed to meet the needs of children and offer good support to their behaviour and learning	18/04/2023

ensure that the individual needs of children are used to plan a challenging, enjoyable and broad curriculum that enables children to make good progress in all areas of learning and development	18/04/2023
improve the ways staff manage children's behaviour and help children to learn how to express themselves appropriately.	18/04/2023

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

- improve the professional development programme so that staff fully understand their roles and responsibilities
- develop the information provided to parents to ensure they are able to support their child's learning and development further at home.

Setting details

Unique reference number	EY426889
Local authority	Cheshire East
Inspection number	10279609
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	53
Number of children on roll	21
Name of registered person	Nina's Nursery Ltd (Wilmslow)
Registered person unique reference number	RP530595
Telephone number	01625444706
Date of previous inspection	23 November 2017

Information about this early years setting

Nina's Nursery (Wilmslow) Ltd registered in 2011. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6. Two members of staff hold qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Hulley

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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