

Ninasnursery Limited

Brookside Primary School, Ashbourne Drive, Stockport SK6 8DB



Inspection date	21 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The dedicated manager provides extremely effective leadership. She is ably supported by the area manager and together they have established a culture of high expectations for staff and children. A strong, qualified and experienced team has been created who share the same vision of removing barriers to learning and helping children to flourish.
- Staff are advocates for active learning. They have re-developed the outdoor area into an oasis of fun and adventure. Children relish opportunities to make 'magic mud pies' and giggle with delight while balancing on low-level apparatus. They demonstrate good physical dexterity and have high levels of endurance.
- Partnership working is a key strength of this good-quality nursery. Parents commend the staff team on their caring and loving nature. Links with the primary school, local authority and external professionals are rooted in respect and trust.
- Children are confident, resilient and self-motivated individuals. Their highly positive attitudes to learning help them to achieve, ensuring that they are well prepared for the next steps in learning, including their move on to school.
- Staff are skilled in supporting children's early communication and language development. They listen to children with genuine interest, model speech correctly and ask children challenging questions. Children of all ages are confident and competent communicators who use a wide repertoire of vocabulary.

It is not yet outstanding because:

- The management team do not yet consistently review the progress made by different groups of children, such as those children in receipt of government funding.
- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- enhance the analysis of children's assessment to track and monitor the progress of a range of different groups, in order to target any specific interventions even more precisely
- refine systems to monitor staff practice to ensure the quality of teaching is raised to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Luke Heaney

Inspection findings

Effectiveness of leadership and management is good

Leaders have successfully cultivated an ethos of high ambition. Every experience counts at the setting. Managers support staff well during supervision sessions and appraisal meetings. Staff attend mandatory training programmes and keep up-to-date with changes in legislation and policy. The arrangements for safeguarding are effective. Staff are astute to the signs of possible abuse and neglect. They know the referral procedure well and understand the steps to take should they have a concern about a colleague's professional conduct. Risk assessments are robust and all areas of the setting are safe and secure. Staff supervise children with great vigilance and a high staff-to-child ratio is in place. Self-evaluation is strong and improvement plans are sharply focused. The manager's capacity to continually improve and drive forward change is good.

Quality of teaching, learning and assessment is good

Good teaching and personalised learning experiences enable all children to make good progress. Staff use their expert knowledge of child development to plan an array of fun and interesting learning experiences. They hone in on children's personal interests and provide good-quality, first-hand experiences, such as visits to the local park and farm. Children thoroughly enjoy their time at nursery. Their laughter permeates throughout and everywhere you look children are immersed in deep play and learning. Younger children giggle with delight while exploring spaghetti and gloop. Older children complete jigsaw puzzles and excitedly enact roles of teachers in the home corner. The support in place for children who speak English as an additional language is good. Robust intervention and close monitoring means children quickly acquire a good command of the English language.

Personal development, behaviour and welfare are good

Care practices are good. Staff spend time getting to know children and their families during the settling-in period. High priority is placed in meeting children's physical and emotional well-being. Staff provide children with the utmost dignity, respect and care during changing routines. They follow stringent hygiene practices and teach children very well about the importance of healthy living. Staff are good role models and provide children with clear behavioural expectations. Children behave well and show genuine care towards one another. They have a good understanding of the wider world and are proud to be part of the diverse community they live in.

Outcomes for children are good

Children are polite, courteous and caring individuals. They build secure friendships and develop a strong sense of belonging. They are keen to take on new challenges and persevere until a task is complete. They make good gains towards the early learning goals and are excellent mathematicians. Younger children show great curiosity in exploring musical instruments and giggle with delight while dancing. Older children demonstrate good literacy skills and competently write their names.

Setting details

Unique reference number	EY537708
Local authority	Stockport
Inspection number	10077037
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	24
Number of children on roll	12
Name of registered person	Nina's Nursery (Davenport) Limited
Registered person unique reference number	RP905875
Date of previous inspection	Not applicable
Telephone number	01663308008

Ninasnursery Limited registered in 2016. The nursery employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from 7.30am to 6pm, Monday to Friday, during term time only.

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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