

# Ninas Nursery Davenport

56 Devonshire Park Road, STOCKPORT, Cheshire SK2 6JW



<b>Inspection date</b>	3 October 2018
Previous inspection date	24 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 management team has worked exceptionally hard since the last inspection to raise the overall quality. They have successfully addressed the actions and recommendation raised and have high expectations and plans for the future of the nursery.
- Staff complete regular and accurate observations and assessments of children's learning. They plan opportunities that focus specifically on what children need to learn next. Children are excited, motivated and engaged during activities. This contributes to the good rates of progress that they make.
- The atmosphere within the nursery is calm. Caring staff understand children's individual needs well, such as their care routines. They have good systems in place to share the information with other staff. For instance, new staff and staff that cover from nurseries within the group. This helps to ensure that children's emotional and physical well-being is supported effectively at all times.
- Staff act as positive role models and children's behaviour is good. Staff liaise with other settings that children attend to share strategies that promote positive behaviour. This helps to provide children with a consistent approach.
- The nursery is clean, highly stimulating, homely and inviting. Each room has been carefully planned to suit the age and stage of children. Children are provided with a range good-quality toys, resources and natural materials.

### It is not yet outstanding because:

- Parents contribute well to initial assessments. However, staff do not consistently gather information from parents about what children can do at home on an ongoing basis.
- Managers recently introduced systems to help them to monitor all children's progress even more rigorously, are not fully embedded.

## What the setting needs to do to improve further

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

- explore ways of gathering detailed information from all parents and help to support ongoing observations and assessments further
- embed the new monitoring systems, that help managers to identify gaps in children's learning even more rapidly and help children to make even greater progress.

### 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 observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the senior management team. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. She took account of their views.

**Inspector**  
Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable about child protection matters. For example, staff understand what may constitute inappropriate behaviour from colleagues. They understand the procedures to follow in the event of a concern. Staffing ratios are met and staff are deployed in accordance to their qualifications. The nursery is safe and secure. Staff are regularly trained in procedures, such as answering the door and vetting visitors. This helps to keep children safe. The management team have a good understanding of the legal requirements. For example, they understand how to respond to complaints. Additionally, they know the occasions when they are required to make a notification to Ofsted. Stringent recruitment procedures are followed and staff benefit from a thorough induction. This helps staff to understand their roles and responsibilities.

### Quality of teaching, learning and assessment is good

Well-qualified staff access a wealth of training. They benefit from supervisory sessions with the manager, during which, they receive coaching and support and discuss children's progress. This has a positive impact on staffs teaching skills and overall practice. Staff interact naturally with children and provide them with suitable levels of challenge at all times. Staff working with younger children engage them in exciting music and story sessions. Children take turns to lift the flaps in a book and they confidently name a range of animals. This helps to develop children's good communication and language skills further. Staff working with two-year-old children make good use of spontaneous opportunities to build on their good mathematical knowledge. For instance, as children pass staff pieces of dry pasta, staff challenge them to count and add one and two more. Older children enjoy playing a game of 'shop' with staff using real fruit and vegetables. They recognise the prices that are attached to the food and staff hold discussions with them about the value of money. This builds on children's mathematical skills and helps to teach them about the society in which they live.

### Personal development, behaviour and welfare are good

Children display high levels of confidence and self-esteem. For example, older children confidently talk in front of their peers and recall familiar stories. Younger children enjoy the praise that they receive and excitedly clap at their achievements. Children's views are important to staff and are captured in a variety of ways. For example, older children vote for a story that they would like staff to read during group time. This helps to build on children's ability to make independent choices. All children engage in routine hygiene practices and learn how to keep healthy. Older children demonstrate a good understanding and describe the reasons why they must wash their hands before eating.

### Outcomes for children are good

All children demonstrate a keen interest to learn. Older children are developing the skills they need for school, when the time comes. For instance, they recognise letters and start to write their names. Children who are two-years-old are confident in self-care and gain independence skills. For example, they help to serve meals and pour drinks at mealtimes. Children are friendly, polite and sociable with both children and staff.

## Setting details

<b>Unique reference number</b>	EY396482
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10078703
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Nina's Nursery (Davenport) Limited
<b>Registered person unique reference number</b>	RP905875
<b>Date of previous inspection</b>	24 January 2018
<b>Telephone number</b>	01614834740

Ninas Nursery Davenport registered in 2009. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round except for bank holidays and one week at Christmas. The nursery employs 11 members of childcare staff. Of these, eight members of staff hold appropriate early years qualifications at level 3 and three members of staff are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

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