

Inspection of Kinderview Children's Nursery Marple

Kinderview Children's Nursery, Edwards Way, Marple, Stockport SK6 7PY

Inspection date: 9 April 2024

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 show that they feel happy and secure when they arrive at nursery and are greeted by friendly, familiar staff. Staff plan activities that promote children's creativity and physical development. Toddlers draw freely on a giant piece of paper that is fastened to the floor. Pre-school children learn about outer space, then design and make little models of planets. These activities help children to develop strength and dexterity in their hands and fingers. Staff talk about and praise children's work. This helps to promote children's self-esteem. They become confident about expressing their knowledge and ideas in different ways.

Staff demonstrate a good understanding of how children learn. This helps them to establish daily routines that are matched appropriately to children's age and stage of development. Babies hear the 'sit-down song' and know that it is time to gather together. Toddlers collect individual cushions for group time. When group time ends, they return the cushions to the basket before going to play. Pre-school children know that when they hear the hand bell, they must stop to listen to staff. The well-taught routines promote children's self-control. They help to prepare children for starting school and to follow rules that promote social harmony.

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

- The provider demonstrates ambition for the achievement of every child and member of staff. Managers and staff feel encouraged and supported to extend their qualifications and progress their careers. Children, including those with special educational needs and/or disabilities, make good progress in their learning and development.
- The manager has well-organised records of the coaching and supervision of staff. Leaders and managers observe teaching and provide staff with individual feedback. However, on occasion, targets set for staff's individual improvement do not help them to understand what they need to improve and how quickly improvement is needed. This may slow staff's progress towards achieving the highest quality of teaching for children.
- Staff promote children's communication and language effectively. They talk and sing with children. This helps children to acquire the patterns and rhythm of spoken language. Staff help children to extend the vocabulary that they know and use. This helps to lay firm foundations for children's future learning.
- Staff often use props effectively in their teaching. Toddlers give rapt attention to Larry Lion's response at the start of group time. They discover that he likes their quiet indoor voices more than their loud ones. The short, playful interaction leaves toddlers alert and ready to listen. Staff in the baby room use props during song time. For example, if the song is about a monkey, they show babies a toy monkey. This helps babies to link words with objects.

- Staff know children well and know what they want them to learn. This helps to promote ongoing dialogue that enhances children's experiences and extends their thinking. However, sometimes during adult-led activities, staff do not have a clear view of what they want individual children to learn from the activity. This makes it more difficult for them to assess what children have learned as a result of taking part.
- Children demonstrate a positive attitude to learning. This is particularly evident during child-initiated play in the pre-school room. Children concentrate really hard as they build tall towers with different construction sets. They make visible progress in finding out which towers stay up and which fall down. Children work together to agree storylines for complex role play. This promotes their ability to listen to and value each other's ideas.
- Staff understand how children learn to read. They make sure that books are plentiful and accessible. They plan book-led themes that promote children's deeper engagement with the events in a chosen story. Staff teach children to listen carefully to all of the sounds around them. This readies children to identify the sequence of sounds in spoken words.
- Parents and carers feel involved and consulted by the nursery team. Everyone works together when children move from one room to the next. This helps children to settle quickly and to continue learning. Staff make effective use of photos that parents upload to the online learning journal. The photos stimulate meaningful conversations about people and events at home. Parents say that staff follow children's healthcare and dietary plans meticulously. This helps to promote children's health and safety.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve how information gained from observations of teaching is used to support staff with specific information on what they need to improve and how swiftly improvement is needed
- help staff to clearly identify what they intend individual children to learn from adult-led activities to help them to assess children's progress as a result of taking part.

Setting details

Unique reference number	2668845
Local authority	Stockport
Inspection number	10335275
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	125
Name of registered person	Kinder View Childrens Day Nursery Limited
Registered person unique reference number	RP535251
Telephone number	01614276645
Date of previous inspection	Not applicable

Information about this early years setting

Kinderview Children's Nursery Marple registered in 2021. The nursery employs 19 members of childcare staff. Of these, two members of staff hold qualifications at level 6, nine hold qualifications at level 3 and one at level 2. One member of staff holds qualified teacher status, and one holds early years professional status. 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

Susan King

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 nursery manager and has taken that into account in their evaluation of the nursery.
- The nursery manager and the inspector completed a learning walk of the nursery. They discussed the intentions for the curriculum and carried out three joint observations of practice.
- The inspector observed play and learning activities. She spoke with children and staff.
- Parents spoke with the inspector and provided written feedback. The inspector took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked 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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