



Good Manors Day Nursery

Inspection report for early years provision

Unique Reference Number	507931
Inspection date	27 September 2006
Inspector	Amanda Shedden
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Registered person	Good Manor's Day Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Good Manors Day Nursery opened in 1998. It is a privately owned nursery, located in the centre of Fareham with a newly registered sister nursery in the area. Full day care is provided for children aged three months to five years. Families from nearby and from a wider geographical area use the facility.

The nursery is open from Monday to Friday 08:00 until 18:00, for 51 weeks of the year. There are currently 66 children on the register; 19 of them are funded three year olds. The nursery supports children with additional needs and has established links with the early years network.

There are 17 staff employed to work with the children, the majority of whom hold relevant child care qualifications or are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The nursery is clean and ready for the arrival of children. There are daily rota's for staff to follow

and they continue to follow hygiene practices throughout the day, for instance wiping tables down before and after use. Babies toys are removed if they look dirty and children are given fresh flannels after each meal. Staff have good procedures for changing nappies ensuring that cross infection does not take place.

Children are offered a good range of healthy foods at snack and lunch times. Parents are kept fully informed through their diaries of the meals their child has had. Staff sit with the children encouraging conversation making it a relaxed and sociable time for the children. Effective strategies are in place to ensure that children do not have foods they dislike or may be allergic to. Young babies are frequently held while they have their bottles and all staff ensure that babies are given foods at the appropriate texture according to their stage of development.

Children are confident in their personal care, for example, they know they must wash their hands after using the toilet and put on their aprons for messy play. Some children need help to put their aprons on but are encouraged by staff to do it for themselves. They are becoming aware of their own health; some children ask to have their sun hats on before going out to play in the garden. Staff ask them why they need these on. They answer with confidence saying it is because the sun is very hot and it will hurt our head.

Children have access to a wide range of resources both inside and outside to develop their physical skills. Children negotiate space well when riding their bikes and scooters ensuring they do not bump in to one another. They use large equipment with ease, pedalling their bikes, manoeuvring their scooters backwards and forwards to get out of the traffic jam, working cooperatively with one another. Staff interact well with the children, extending their physical development from babies starting to walk to older children being encouraged in their ball throwing promoting their eye to hand co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The clean and well maintained nursery provides a warm and welcoming environment for the children. Children's work is displayed throughout the nursery and the furniture and equipment are suitable and appropriate for the ages of the children attending. Staff greet the children warmly. The majority of children are happy to leave their parents and extra support is given to those who find it more difficult, promoting the child's well being.

All areas of the nursery are safe, strategies are in place to ensure that only people who should have access, do so. Daily risk assessments are undertaken in each area of the nursery ensuring that it is safe according to the age and stage of children using that area. Staff and children

regularly practise the fire drill ensuring that wherever they are in the nursery they would know what to do and be able to evacuate safely.

There is effective supervision of children and the required staff to children ratio is maintained ensuring that children are safe and secure. The majority of staff have a relevant first aid certificate enabling any child who had an accident to be treated quickly with the correct procedure.

Children's welfare is promoted through the staff's good understanding of what to do if they had a concern over a child. All documentation is in place and shared with the parents.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children receive individual attention and develop warm, trusting relationships with the staff. Interaction is good, staff are skilled at interpreting babies' noises and actions meeting their needs effectively. Staff are developing their working knowledge of the Birth to three matters framework. Planning of focused activities for the young child incorporate the framework providing children a range of experiences. Staff in the baby rooms frequently rotate the resources throughout the day ensuring that children continue to be stimulated. However, the organisation of the rooms for the over two's do not allow children to initiate their own play or easily select their own resources.

Each day children are able to undertake a craft activity according to their stage of ability; for instance the one year olds were printing using different colour paints and shapes. Older children were encouraged to look at what they were wearing and paint a picture of themselves. Children are praised and encouraged building on their self esteem.

The music session allowed for the two to three year olds to have fun, they waved long colourful ribbons around to the music. They were supported well by the staff who showed them simple moves, up and down, round and round. The children were very excited and wanted to do it again when the music stopped. Resources were changed to long chiffon scarves, staff showing they know the children well, telling those that didn't know their colours, encouraging children that do to name the colour of the scarf.

Nursery Education

The quality of teaching and learning is good. Children show interest and enthusiastically undertake activities. Staff have a good knowledge of the Foundation stage and the stepping stones. They plan activities across all six areas of learning, however, there is no differentiation on the plans, consequently the most able and least able children are not supported effectively.

Children concentrate and persevere at their chosen activity for instance when building a pirate ship or making a picture on an "etch a sketch". Children get on well together, they talk amongst themselves happily while putting on jewellery such as necklaces, watches and bracelets. They take turns and help one another while discussing where they will be going out to dinner.

Their behaviour is very good. Children understand right from wrong as staff encourage being kind to one another explaining to them that it is nice to share. They clearly explain to children when they have done something wrong which enables them to learn by their mistakes. Staff do not use negative language and frequently praise and encourage the children building on their self esteem.

Children's self-care skills are good. They manage their own personal hygiene well by taking themselves off to the toilet, washing their hands and using toothbrushes after mealtime. Some children dress and undress themselves independently. Those that need help are given it and encouraged to do some of this themselves. Praise and encouragement is given to try as much as they can themselves.

Children's spoken language is developing well. They are confident and engage in conversations and confidently start to sing to one another when in role-play. Children discuss with each other what type of sports they like to play while using the play dough, staff extend the conversation extending their vocabulary. Children are beginning to recognise letters and sounds and attempt and show confidence in their writing skills for example, when writing their names on the back of their work.

Children develop an interest in counting and using mathematical language through planned and incidental activities. They count how many children are in their group today, they sing number songs and weigh out buttons seeing which weighs the most or least.

Children are gaining an understanding of the world around them as they visit the local community such as the police station or the local library. These visits are often linked to their topic work. They take part in weekly French lessons and activities are planned for children to explore "around the world" including different foods and traditions.

They enjoy constructing pirate ships and houses from a range of resources and have weekly access to IT equipment; many of the programmes are linked to the topic.

Children use their imaginations. They have good access to puppets, dressing up clothes and resources, which extend their play and learning. For example, they dress up as doctors and vets and use resources to listen to their hearts, take medicine, take their temperature and use syringes. Children undertake craft activities each day however they have few opportunities to choose what they would like to do as they are adult led.

Staff have a good understanding of the children and meet their needs, however, the structure of the morning is adult led and children are not able to self select or given choices of what they would like to do. Overall the interaction is good and staff effectively question the children. Children are making good progress overall.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as staff have a good understanding of their individual needs. The nursery provides an environment that is friendly and welcoming. They enjoy their time

at the nursery gaining confidence and self esteem because staff praise and encourage their efforts and achievements.

Children with special needs are very well supported. There is a dedicated supernumerary member of staff who is trained in, and has experience of, supporting children with additional needs. She knows the staff and children well; parents are aware that she is available if they have any concerns about their child. If necessary an individual learning plan will be made for the child in conjunction with the parent and member of staff in charge of the care of the child. She is able to support staff in allowing time for any one to one sessions that may be needed to support the child.

Children benefit from the positive role models provided by the staff and they respond well to adults intervention. Positive behaviour is rewarded with praise, stickers and certificates, children are proud of their achievements and readily show off their stickers increasing their self esteem. Children are consistently praised which values them as individuals and encourages positive behaviour. Children's spiritual, moral social and cultural development is fostered.

Partnership with parents is good. Children benefit from the strong relationships between their parents and the staff. Parents reflect that they are very happy with the nursery, they are kept fully informed of their child's experiences and progress. Staff are always available for the parents to speak to. Daily diaries ensure that parents have a written record of their child's day including activities and experiences. All parents are invited in to spend time during the day to give them a good understanding of what it is like for their child at nursery.

All parents are given detailed information about the nursery explaining their policies and procedures.

Partnership with parents of children who receive funding for nursery education is good. Parents are given weekly updates on their child's progress through conversations and the recording in the daily diaries. Parents are encouraged to contribute to their child's diaries. Newsletters and posters inform parents of the topics that their children are going to explore which they are asked, at times, to contribute to. In addition to the invite to come and share part of their child's day they are also offered the opportunity to meet on a more formal basis annually.

Organisation

The organisation is good.

Children's care is supported by the organisation and the routines of the nursery. Staff know the children well, they work well as a team ensuring that child adult ratios are always met. All necessary policies and procedures are in place, they are shared with parents and are regularly updated. The staff team are suitably qualified and experienced to work with children. Staff are encouraged to attend training to update their knowledge and skills.

There are robust procedures in place ensuring that only staff suitable are appointed. New staff are vetted and inducted effectively. All necessary policies and procedures are in place, they are shared with parents and are regularly updated. The setting meets the needs of the range of children for whom it provides.

Leadership and management for nursery education is good.

The provider provides a good level of support to the staff through formal and informal discussions. Time is made for staff to meet to discuss and prepare activities. Clear roles and responsibilities are defined so all staff know what is expected of them. This enables them to carry out their roles effectively. The senior staff of the nursery ensure that they know all the staff and children well. They are always available for parents to talk to and when necessary support staff in ensuring that children's needs are met.

Improvements since the last inspection

At the last inspection the nursery were asked to ensure that children's privacy was maintained in the bathroom. Shower curtains are now in place at the end of each cubicle allowing children privacy if they wish.

They were also asked to update the register so that it was an accurate record of who was where on the premises. Each room now has their own register and all visitors are required to sign a book. This ensures that an accurate record is kept.

Child protection procedures were to be shared with parents, this is now in place as parents are given copies of all relevant policies and procedures, ensuring that they are fully informed of the nursery's responsibilities towards a child.

Nursery education

At the last inspection they were asked to provide some activities to ensure that older, more able children are challenged, this recommendation has continued into this inspection. They were also required to record evidence to show how children have achieved a stepping stone so that future planning can be informed. Staff have started to undertake this and achievements are being recorded and will be used to inform planning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the Birth to three matters framework
- ensure that rooms used by the over two's are organised effectively to allow children more free choice of resources.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop planning to ensure that children's individual needs are met, enabling the more able and least able to be supported effectively.
- ensure that children have more opportunities to self select resources during the focused activity time.

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