



## Manor House Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY291899
<b>Inspection date</b>	11 January 2007
<b>Inspector</b>	Amanda Shedden
<b>Setting Address</b>	Manor Infant School, Inverness Road, Portsmouth, Hampshire, PO1 5QR
<b>Telephone number</b>	02392 820 548
<b>E-mail</b>	
<b>Registered person</b>	Manor House Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Manor House Nursery opened in 2004. It is managed by a voluntary committee and operates from Manor House Infants School in Portsmouth. The provision accepts children from the local community. There is a secure outdoor play area.

The nursery is registered for 26 pre-school children. There are currently 62 children on roll and of these 58 receive funded nursery education. The nursery supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery is open Monday to Friday, term time only, from 8:00 to 17:15. Children attend for a variety of sessions. There are morning and afternoon pre-school sessions with a lunch club between.

The nursery employs five staff. There are four staff with early year's qualifications and one is working towards a relevant qualification. In addition there are two auxiliary staff in place supporting the staff. The setting receives support from the Early Years Partnership and the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of personal hygiene and are developing good self care skills through daily discussion and routines, for example they wash their hands before cooking and after messy play, however, practice is not consistent as they did not wash their hands before snack.

Staff have a clear understanding of the procedures to follow when recording accidents and the administration of medication. Parents are required to sign to acknowledge the entries, keeping them informed at all times. All of the staff are qualified in first aid ensuring that if a child were to have an accident they would be attended to immediately and appropriately.

Children are offered a range of healthy snacks which include fruit and vegetables. Each Friday they choose what they would like for the following week, this week they had banana, raisins and apple. Drinking water is easily accessible to prevent children from becoming dehydrated. Care is taken to ensure that children only have access to foods that have been previously agreed with by parents.

Children's physical development is enhanced by the broad range of activities provided for the children. The three gardens allow children the opportunity to ride bikes, climb and run. They play tug of war using all their strength working as a team, and then practise jumping over, and crawling under the rope.

Children have great fun in their music/dance session. Children gain a good understanding of space as they make themselves into small, slow, hideaway, then quickly up and down shapes responding to instructions given. They easily get themselves into a circle, run on tip toes, walk, jump and stop according to the instruction. They use their imagination as they practise catching soft things such as fairies which they blow away gently after they have caught them; they then catch balls and really throw them using the force of their bodies. They balance on their tip toes, stand on one leg moving forwards and backwards with the music following instruction, learning their right and left parts of their bodies.

They become skilled at using tools and materials; they roll, cut and manipulate the play dough, they use paint brushes and glue sticks during craft activities. Staff know the children well and have a clear understanding of which physical skills need developing for each child.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have a safe, secure environment as staff have identified and minimised all risks and hazards. Daily risk assessments are undertaken on all areas used inside and outside to ensure they are safe before the arrival of children. Furniture and equipment are appropriate for the ages and stages of the children. Children freely access resources and play equipment from the activities that are out and from the low level shelving.

There is effective supervision of children and the high staff to child ratios ensure that the children are safe and secure. The procedures for collecting children are effective in ensuring that children only go home with their designated person. Children practise the fire drill regularly and written instructions are displayed at the exits. Children learn about safety with "Uncle Hobo" who visits to reinforce "staying safe" rules.

All required documentation is in place and understood by staff ensuring that children's welfare is safeguarded and promoted. They have a good awareness of the different types of abuse and possible signs and symptoms that may indicate that a child was at risk. Subsequently children's welfare is maintained.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident when they arrive at the setting and feel comfortable in the child focused environment. Staff greet the children warmly and speak to them on their level. They settle quickly into the friendly atmosphere, and feel secure and confident with the structured routine, enabling them to make their own choices about play, freely accessing the good range of resources and activities.

Staff know the children well and they move around the room as necessary, supporting and playing with the children, helping to extend the activities. For instance in the sand pit helping children to fill up bags of sand for the lorries to move; staff extended the children's language and mathematical skills as she talked about sealing the bags and encouraging the children to compare light and heavy objects.

Children play well together and individually; for instance in the role play corner and with the play dough, sharing the resources and conversing with each other. They concentrate and persevere at their chosen tasks for instance whilst make snow pictures at the craft table. They have good relationships with the staff who through their positive interaction ensure that the children are purposefully occupied, ensuring that children are happy to communicate their thoughts and wishes, fostering their self esteem.

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and they ensure children are provided with a wide range of stimulating and exciting activities. Staff work well as a team and have a good knowledge of all the children enabling them to extend children's individual learning. Staff meet after each session to review

and discuss the children's achievements; this information is used to inform the following week's plans.

The well structured role play area encourages children to use their imagination and converse with each other, for example they arranged a party for the doll who was to be three, chose a local venue, they wrote the invitations and the postman delivered them to the staff and children, staff supported the children in the role play corner. Most children are confident to talk in large group situations and all the children responded excitedly as they wear the "magic" hat which can turn them into someone else like a lion or wobbly man, giving them confidence to speak out.

Children learn about linking letters to sounds through structured and incidental opportunities that staff create. They listen to a tape where the phonic sounds are linked to pictures and music; they are encouraged to sound out the beginning sound of their name before writing it. Children are encouraged to make their mark and gain an understanding of the uses of writing for instance, the invitations in role play and naming their pictures. Children enjoy looking at books in the well resourced quiet area both in groups and on a one to one basis; they are aware that books can be used to find information as well as for stories. They listen and concentrate when staff tell stories using props to bring the characters to life.

Children gain confidence in using numbers and are increasing their knowledge of mathematical language. Staff encourage children to count, gain an understanding of calculating, volume and shape throughout the sessions. Mathematical language is encouraged, they arrange practical activities to ensure the children consolidate their learning such as placing objects in front and behind, drawing and naming shapes and counting and adding more sweets to the bowl.

Children learn that there are different cultures in the world, they look at festivals from around the globe and they sing a good bye song each day using words from around the worlds such as Shalom from Hebrew, Au Revoir from France, and Zaijian from China.

Children enjoy using their imaginations through a range of resources and activities. They use their senses as they smell and feel the range of resources for gluing, these include bubble wrap, potpourri and straw. They made snow pictures with cornflake glue and birthday cakes from the play dough. They enjoy dressing up turning themselves into animals or fairies or becoming mums with necklaces and handbags.

Staff work directly with the children all of the time, their interaction is good; they encourage children to think, contribute answers, asking open ended questions. For instance a child wanted to make a hose for a vacuum cleaner, staff supported the child but allowed him to make the decisions of how it was to be done.

Staff have a good understanding of how children learn and are skilled at providing activities that stimulate, motivate and excite children. They encourage children to make choices and their understanding of each child helps them plan further activities that are linked to the six areas of learning. They keep records on the children linked to the early learning goals; however, they have not fully used the tracking sheets which would ensure that no area of learning was being missed.

## **Helping children make a positive contribution**

The provision is good.

The setting actively works to ensure no child feels excluded or discriminated against, they encourage all the children to participate in all of the activities. Children have access to many resources and activities that reflect diversity. For instance children regularly visit the local shops such as the Chinese and Muslim supermarkets, local shopkeepers are invited into the nursery. They bring foods and posters in to demonstrate festivals in their culture, this helps children gain an understanding of the diverse community they live in.

Children are valued and respected as individuals; their needs are met due to the staff's understanding of their needs. Appropriate challenges are set for children according to individual stage. Children with additional needs are very well supported. The nursery work with other agencies and parents to ensure that there is consistency of care and that the children progress accordingly.

Children's behaviour is very good. Many of the children display challenging behaviour patterns. The staff are consistent and work with parents improving the child's behaviour using firm but friendly techniques. The children benefit from the positive role models provided by the staff and they respond well to adult intervention. Children frequently review the rules of the nursery with the help of "Thelma the bear" who invites the children to contribute their own knowledge of the rules. Staff praise the children, building their self esteem and confidence. Children's spiritual, moral, social and cultural development is fostered.

Staff have strong relationships with the parents and they know the children well. Parents state that the staff are all friendly and are happy with the provision provided. They feel involved in their child's experiences and can approach the staff to speak to them at any time. They are aware of the policies and procedures through notices on display and through newsletters.

The partnership with parents for children who are in receipt of nursery funding is good. Parents are asked to complete a base line assessment and a detailed information sheet with a member of staff. Daily discussions take place about the child's progress and parents are aware that they may look at their child's records at any time. They receive regular newsletters informing them of the topics and themes and how they link to the Foundation Stage.

## **Organisation**

The organisation is good.

Children's care is enhanced by the effective organisation and leadership of the nursery. Children feel at ease within the environment and with staff, enabling them to feel confident, which is conducive to their play and learning. There is good deployment of staff, space and resources allowing children to move from one activity to another in their own time, there is a good balance of structured and free play.

The staff ratios are maintained at all times and the consistent staff team ensure continuity for children. Children are protected because all policies and procedures are implemented effectively. There is a complaints policy in place and displayed, however, the log is not recorded in a

confidential manner. Procedures are in place to ensure all adults are checked prior to working with the children. The setting meets the needs of the range of children for whom it provides.

The leadership and management are good. The management and staff work very well together. They share information about the children each day enabling staff to meet the needs of all of the children. The manager is responsible for the overall planning of the programme, and staff contribute their ideas for individual activities ensuring that children are offered a range of worthwhile activities. Training is encouraged and staff regularly attend training to build upon their skills and knowledge. There is good leadership and all staff are committed to continually develop, reflect and improve the children's care and education, through training and working with teachers from the school and local authority.

### **Improvements since the last inspection**

At the last inspection it was identified that the staff were not monitoring the education programme effectively nor were they aware of learning objectives for activities. They have now changed their systems and planning ensuring that they are fully aware of the learning objectives and they monitor the programme regularly.

The programme for physical development did not reflect children's individual ability, this is now in place and staff are fully aware of the children's physical abilities enabling them to support each child to progress according to their individual stage.

Regular risk assessments were not in place for the resources and environment. All areas that the children access and the resources used are now checked daily and recorded ensuring that the children are safe.

They needed to develop systems to ensure that documentation was completed and that procedures reflected practice. This is now in place and staff ensure that practice reflects the nurseries procedures.

### **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.

## **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 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):

- ensure that children wash their hands before eating
- ensure that the complaints log is completed to respect confidentiality.

### **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 the use of tracking sheets to ensure all areas of the curriculum are being covered

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)