

# Manston School House Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	127366
<b>Inspection date</b>	26 February 2008
<b>Inspector</b>	Karen Scott
<b>Setting Address</b>	Preston Road, Manston, Ramsgate, Kent, CT12 5BA
<b>Telephone number</b>	01843 823918
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<b>Registered person</b>	Lisa Jayne Stewart
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Manston School House Nursery opened in 1993. The nursery is housed within self-contained premises and occupies three rooms and an enclosed garden. A maximum of 17 children may attend the nursery at any one time. The nursery is open each weekday from 08.15 to 16.00 for 50 weeks of the year.

There are currently 23 children under five years on roll. Of these, 10 children receive funding for early education. Children come from the local rural community of Manston and the surrounding villages. The nursery currently supports a number of children with learning difficulties and/or disabilities. The nursery has goldfish and a pet snail.

The nursery employs five members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The setting follows very good hygiene practices. There are good procedures in place when staff are changing nappies and staff automatically wash their hands after wiping children's noses, for example. Children know that they need to wash their hands before and after eating, after visiting the toilet, after messy play and after playing outside and do so as a matter of routine. This helps to prevent the spread of any germs and children learn the importance of good personal hygiene. Children enjoy daily physical exercise in the garden, whatever the weather, helping them to understand the need for regular exercise as part of a healthy lifestyle. Their individual sleep routines are respected.

Children receive a range of healthy snacks such as cereal, fruit and toast, encouraging them to develop healthy eating habits. Snack time is a social occasion with children and adults participating in much discussion. Children's independence is also promoted at this time as they pour their own drinks, slice softer fruits, spread butter onto toast and help themselves to other foods that they chose. Older children assist younger children at tasks that they think they may need support with. Children bring in packed lunches and perishables are clearly labelled and stored in the refrigerator, helping to keep food fresh. Throughout the day children remain hydrated as they have easy access to their own drinking bottles.

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

The provision is satisfactory.

The nursery is bright and welcoming and children benefit from playing in a well-organised environment, enabling them to move around safely. They have easy access to toys and resources appropriate to their ages and stages of development. Regular risk assessments are carried out and necessary steps taken to minimise risks to the children who cannot access rooms or items that could be dangerous. Toddlers have their own area to play in, keeping them secure. However, there is limited domestic furniture for them to pull themselves up on. There are clearly defined procedures for evacuation of the building placed around the setting and these are practised regularly in order that if there is a real fire children will not be alarmed. Although the group normally records details of the fire drills in a diary they omitted to do so with the last practice. Written procedures detail what the group will do if a child is not collected or becomes lost whilst at the setting, meaning that parents and carers are aware of the procedures. While playing outside, children are closely supervised.

The setting understands their role in the protection of children and shares this with parents. Staff have a good understanding of the signs and symptoms of child abuse and the procedures to follow should they have any concerns about a child in their care. This helps to safeguard children from harm.

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

The provision is satisfactory.

Children are happy, relaxed and very confident in their surroundings. They relate well to the adults and each other, forming strong relationships, playing alongside each other and together. Children are independent, making choices about what they wish to play with. There is a routine to the day but staff are flexible in their approach. For example, children ask to go outside to

play at a different time to the norm and that is alright. Staff interact with children, extending their play. Children learn important social skills such as sharing and turn taking. They enjoy playing with and learn from a varied range of resources and activities. Bright and colourful items hanging from the ceiling make the environment appealing for younger children. The group uses the Birth to three framework to plan activities for children aged two years and under. Activities are evaluated and children's progress recorded in portfolios.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff show knowledge of the Foundation Stage and plan activities to extend children in all areas of learning. Activities are planned for the whole group but with individual children in mind. The activities are evaluated and individual children's involvement assessed. These assessments are used to plan for individual children in order to move them through the stepping stones of the Foundation Stage. Staff also make observations of children and use these to assess children's stages of development. Children concentrate at activities for long periods of time and are making steady progress through the developmental stepping stones.

Children are kind towards one another, picking flowers for each other, for example. They feel part of a community and seek out others to play with, uniting to undertake tasks. Children make choices about what they wish to play with and are encouraged to undertake self help tasks such as hanging up coats on their own pegs and putting on and taking off aprons. Children understand turn taking and wait patiently for their turn when playing board games, for example. Staff involve children in lots of discussion, asking questions to extend their language development. Children use descriptive language to describe the components of flowers and the texture of items that they are exploring. The book corner is welcoming with comfortable seating and a range of books that children can access with ease and story props that are used regularly by adults and children. Children also enjoy acting out stories. Adults make the sounds that words and letters make. There are many examples of the written word around the setting and opportunities for children to recognise their names. Children have access to the resources they require to practise their pre-writing skills although they lack confidence in writing their own names and look to adults for support.

Children see numbers in the environment. They make good use of a number line to help them identify numbers and to assist in counting. Children count how many steps it takes them to get from one part of the environment to another and staff encourage children to count as part of their play. Children learn about shapes, looking for them in the setting and making displays of the different shapes they find. Children make regular use of magnifying glasses to explore natural objects such as pebbles and flowers. When looking at the flowers they discuss the differences in them. Children care for goldfish and a snail. They have opportunities to participate in gardening and enjoy walks in the local area when they look at various animals. Children use their imaginations when constructing. Children show an interest in information and communication technology but there are limited opportunities for them to explore this.

Children benefit from playing outside whatever the weather, wearing Wellington boots and holding large umbrellas, for example. When outside they enjoy playing on ride-on toys, manoeuvring around tyres and each other. Children competently use scissors to cut required shapes. There are many opportunities for children to develop their fine motor skills. Children enjoy free painting at the easels and their creative development is encouraged at activities where they explore different medias and textures. When creating children use their imaginations and are able to help themselves to a range of different resources. Children also put their

imaginations to great effect when involved in role play, taking on a range of different roles and acting them out. Staff engage with children at these times, adding further resources as required in order to extend their experiences.

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

The provision is satisfactory.

Children are treated with respect and made to feel good about themselves and staff acknowledge differences positively. Children talk about things that are important to them and staff pursue their interests. Children's work is displayed prominently, making them feel that it is valued. The group aims to celebrate the festivals that are important to the children that attend. They enjoy activities that include festivals celebrated by other cultures. For example they recently celebrated Chinese New Year. However there are limited resources reflecting positive images of diversity within society. When caring for children with learning difficulties and/or disabilities the group works with parents and other organisations to provide the care that is required. Children benefit from lots of praise and encouragement. Appropriate strategies help children to understand right from wrong. Consequently children are well behaved. They willingly tidy up, working together to undertake this task. Parents and carers are encouraged to speak to the behaviour management coordinator if they have any concerns. However, it is not clear who this person is. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Before caring for children the group gathers as much information as possible in order that children's individual needs are met. Policies and procedures are in place and parent notice boards offer more information. Parents and carers are informed about their children's time at the setting through daily chats and newsletters. Although there are contact books available these are rarely used. Parents and carers are aware of how to complain. They are encouraged to make suggestions about the setting. Parents and carers are happy with the care that their children receive.

A colourful display with photographs of the children at play explains to parents and carers the different areas of learning and how children work towards them. Parents and carers are told that they may look at their children's portfolios whenever they wish. However, there is not a system in place to ensure that they do and that they are involved with their children's learning.

### **Organisation**

The organisation is satisfactory.

Children benefit from well-organised time and resources and they receive sufficient adult support to help them feel secure and confident. The group keeps themselves well informed of current childcare practices as they receive much training. Staff are first aid trained, so that they are able to administer first aid in the event of an emergency. Accidents are recorded and shared with parents. In order to keep children safe they are monitored to check for any patterns that are occurring. All relevant and mandatory documentation is in place and well maintained. It is easily accessible but is stored confidentially. Children are protected from visitors to the setting as they sign themselves in and out and are not left alone with the children. A record of staff and children's actual times of arrival and departure is kept, meaning that there is an accurate record of attendance should it be required. Staff are proactive, looking to make improvements to the setting. The group meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. Staff work hard, interacting with children and extending their learning. A curriculum coordinator, supported by the other staff, plans activities.

She monitors the delivery of activities and children's portfolios to ensure that children are given equal opportunities and that the curriculum reflects all areas of learning.

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

At the last inspection five actions were raised for the group to make improvements to the care that children receive. They were asked to ensure hand washing and nappy changing procedures are completed hygienically to ensure children's health is not compromised; to introduce effective cleaning procedures to ensure children play with equipment that is well maintained and clean; to ensure the space environment for children under the age of two is organised effectively to allow children to be safe and free from harm and to ensure children have access to a suitable range of play equipment to meet their individual developmental needs; to ensure the indoor physical environment is maintained at an appropriate temperature to allow children to play in a suitable environment and to develop staff's knowledge and understanding of the Birth to three matters framework plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs.

Staff wear aprons and gloves when changing children's nappies and the changing mat is cleaned with anti-bacterial spray between changes. Afterwards the adult and the child wash their hands. Children routinely wash their hands after playing outside, after toileting and before and after eating. Staff wash their hands as part of their routine too, for example, after wiping children's noses. This helps to protect children from cross-contamination. A procedure is in place to ensure that toys and resources are cleaned regularly. Risk assessments are regularly undertaken and equipment appears to be well maintained and safe to use. Children under the age of two have a secure area to play in when they are at the setting although presently there are no children attending of this age. In this area there is a range of suitable toys and resources for children aged under two years. The setting has a new heater which is maintained by an engineer. The temperature is appropriate. Staff show knowledge about the Birth to three framework and plan activities based around this in order to meet children's individual needs.

At the last inspection four actions were raised for the group to make improvements to the education that children receive. They were asked to develop staff's knowledge and understanding of the stepping-stones towards the early learning goals in all six curriculum areas; to make effective use of observations in order to identify individual children's next steps in learning and to incorporate such information in planning to provide necessary progress and challenge; to develop the quality and type of information that is given to parents about the Foundation Stage available to their children so that they can support learning and progress for children and to develop the leadership and management's processes and systems for monitoring the quality of provision especially teaching to ensure progress and challenge are guaranteed experiences for the children.

Staff show knowledge and understanding of the Foundation Stage and the stepping stones that children progress through to reach the Early Learning Goals. Observations of children are used to assess children's stages of development. Activities are assessed and observations made of children during them are used to plan for their next steps in learning. It is recommended that the setting continues to make effective use of observations to plan for individual children. Parents and carers read about the Foundation Stage in the group's policies and procedures. Colourful displays with photographs of their children at play show parents and carers examples of how their children learn and make progress in the different areas of learning of the Foundation Stage. A curriculum coordinator monitors the teaching and learning. She looks at plans and

children's individual portfolios to ensure that children are given challenges and different experiences whilst at the nursery.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- add to the resources that promote equality of opportunity and reflect positive images of diversity including gender, culture and disability
- update behaviour policy to include the name of a designated member of staff so that parents and carers are aware of who to approach when they need support.

#### **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):

- continue to make effective use of observations in order to identify individual children's next steps in learning and to incorporate such information in planning to provide necessary progress and challenge
- provide more opportunities for children to experience information and communication technology
- enable parents to contribute towards their children's learning, keeping them regularly informed about their progress and achievements.

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)