

Good Manors Day Nurseries Ltd

Inspection report for early years provision

Unique reference number EY289526
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Inspector Heidi Abernethy

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Good Manors Day Nursery registered in 2004. The nursery is one of two privately owned, the first being established in 1998. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery provides full day care for 60 children aged three months to five years. They currently have 90 children on roll, of which 19 children are in receipt of funded nursery education. The nursery is located in a purpose built building in a residential area of Fareham in Hampshire. It serves children from a wide geographical area who come from a mix of social and economic backgrounds.

The nursery is open Monday to Friday from 08.00 until 18.00 for 51 weeks of the year. The nursery welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 18 members of staff. This includes eight who are qualified to Level 3, one to Level 4, one to Level 6 and five to Level 2. All staff undertake regular training. The nursery work closely with the Early Years Childcare Partnership.

Overall effectiveness of the early years provision

The outcomes for children are good because there is an effective management structure to ensure staff are fully supported. The management work well together to ensure continuous improvement and development is achieved. Policies and procedures are effective, which ensures the provision is well run and children are safe. The nursery places emphasis on inclusive practice for every child within the setting and works with parents, carers and outside agencies to meet the needs of each child.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop observation systems in line with the Early Years Foundation Stage and ensure children's progress is tracked regularly and next steps in learning are identified
- devise and implement a system to gain a regular two-way flow of information between providers.

The leadership and management of the early years provision

The system for self-evaluation is successful because all staff, parents and children are involved. Staff contribute ideas and suggestions for further improvements and children's views are gained about what activities and resources they would like to play with. Parents receive questionnaires about the menu and the general provision. The management use this feedback to feed into the continuous

improvement of the nursery. The nursery have made improvements and have successfully addressed recommendations from their last inspection.

Effective policies and procedures are implemented well by the whole staff team. Recruitment and employment procedures are robust, which ensures adults working with children are suitable to do so. Staff experience annual appraisals and are monitored on a day-to-day basis by the management. This ensures any concerns, achievements and targets are identified and discussed. The management complete a training schedule for all staff to highlight further training needs. This feeds into the continuous improvement of the nursery. The nursery have an experienced cook who is knowledgeable about her job role. This ensures children benefit from nutritional meals and their individual dietary and allergy requirements are fully met.

The nursery works well with parents and carers. Parents are involved with their child's learning and gain both verbal and written communications from the staff. Staff share children's development at annual parents evenings and welcome parents to look at their child's individual records at anytime. Planning is displayed with details of adult involvement. This enables parents to see the things their children are doing and learning can be continued within the home environment. A monthly newsletter gives parents detailed information about nursery life. Leaflets and other information are displayed on the notice board for general issues, such as healthy eating. The nursery have a good understanding of working with outside agencies to ensure consistency is achieved for the children. The nursery meet with their Area Inclusive Needs Co-ordinator and demonstrate a good understanding about relevant documentation, such as individual learning plans. The nursery have links with local schools for children soon to attend. They currently care for some children who are attending some sessions at their local school. They have not yet devised and implemented systems to ensure a regular two-way flow of information is gained between the two provisions.

Children's welfare is safeguarded well because the nursery has detailed procedures to follow should there be concerns about a child's well-being. This ensures parents are fully aware of the nursery's professional responsibility. Staff demonstrate a secure knowledge about procedures to follow and are aware of the types of signs and symptoms to look for.

The quality and standards of the early years provision

Staff plan activities for the children and encourage parents to contribute ideas towards themes and topics. Children are involved with the planning process as staff often ask them what activities they would like to play with and which resources they would like in the garden. This in turn develops children's independence and choice making skills. Children's development is monitored through observations and photographic evidence. However, these observations are not always regularly tracked into children's individual records and next steps in learning are not identified. Staff have gained some knowledge about the Early Years Foundation Stage (EYFS) from in-house training and are aware of the early learning goals. The nursery has devised observation and assessment systems in line with the EYFS, but

these are currently not fully implemented.

Children of all ages are happy and are enthusiastic to investigate and learn. They enjoy a wide range of age and stage appropriate activities, which they independently access from low level shelving and storage. Pre-school children become active learners as they look at and touch real snails. Staff extend children's learning by talking to them about different textures, such as the hard shell and soft body. Children become excited as they watch the snails trail across the table top window frame and giggle as they hold the snails carefully in their hands. Younger children have a lovely time playing in the 'builders tray' full of rice and flour. They chuckle excitedly as they submerge their hands and feet. Children are encouraged to develop problem solving skills. For example, young toddlers explore and work out how to put different shapes into the shape sorter and older children interact and make decisions when using different programs on the computer.

All children, including the babies, enjoy the garden area and have opportunities to use this area in all weathers. Young babies and toddlers love to sit in the sand tray and feel the sand with their hands. Children enjoy moving around the area on wheeled vehicles and they have fun making marks on the walls with paintbrushes and water. All children develop skills to climb and balance as they use the climbing apparatus and slides.

Children demonstrate a good understanding of promoting their own welfare. They learn about healthy eating through a wide range of nutritional snacks and meals and inform the childcare inspector they wash their hands 'to wash away the germs'. Staff equip children with the understanding of why safety rules need to be in place by explaining the reason for the rules. For example, why it is important not to run inside or climb up the slide the wrong way. The use of a sand timer prepares children in advance that the routine is soon to change. This equips them with the understanding of the routine and enables them to manage their own behaviour. Children enjoy each others company. They work together on tasks, such as matching pairs using the mouse on the computer and counting out pieces for the board games. The nursery ensures all children are not disadvantaged or excluded. They recognise that all children have needs and staff build bonds with the children to ensure these needs are met. Children are able to access all facilities, such as having low level toilets, potties and sinks within the toileting area. The nursery obtain support from external agencies, such as speech and language therapists and visual impairment support teachers. They work with them and adapt the environment and resources accordingly to ensure children's needs are met. Staff adapt resources for all the children, such as serving food on coloured plates instead of white ones to each child. This ensures all children receive the same experience and inclusion is achieved.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.