

Manorcroft Nursery

Inspection report for early years provision

Unique reference number

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Inspection date

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Inspector

David Scott

Setting address

Manorcroft Primary School, Wesley Drive, Egham, Surrey,
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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).

Description of the setting

Manorcroft Nursery opened in 1977. It operates from a purpose-built nursery on the site of Manorcroft School in Egham, Surrey. A maximum of 26 children may attend the nursery at any one time. The nursery is managed by a committee made up of parents of children at the nursery.

The nursery is registered on the Early Years Register. It is open each weekday, with sessions running from 09.00 until 12.00 and 13.00 until 15.30, during term time only. The children have access to a secure outdoor play area. There are currently 42 children aged from two to under five years on roll. Of these, 26 receive funding for early education. Children come from the local area. The nursery currently supports a number of children with special educational needs and children who speak English as an additional language. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Manorcroft is a good nursery where the children are extremely happy. Welfare and safety within the setting are given a high priority so that children feel safe and secure. The partnership with parents is a key strength and contributes to ensuring that the needs of all children are well met and they receive the individual support they need, feel safe, secure and included in all activities. As a result, children achieve well and make good progress. The manager and her team use self-evaluation and observation to identify key strengths and areas for development but systems are not sufficiently robust to capture all strands to enable more searching analysis to take place in order for further improvements to be made.

What steps need to be taken to improve provision further?

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

- improve self-evaluation so that more rigorous and searching analysis can be undertaken
- introduce a more central electronic system for recording and analysing the observations they make of children's activity
- improve the 'outside classroom' to enable children to play outside in all weather conditions throughout the year

The leadership and management of the early years provision

The mission statement 'A setting that cares' is an accurate reflection of the supportive environment found at Manorcroft, where staff know the children well. Safeguarding policies ensure that children are well protected. Regular checks are conducted to ensure that the setting provides a safe learning environment.

The provider organises a flexible daily routine, so that children can take part in a range of stimulating activities both in and outdoors. Policies, records and procedures are in place and are used to promote the welfare of children. However, systems are at present underdeveloped, which makes detailed analysis and comparison of outcomes difficult and time consuming. For example, the setting's record of its self-evaluation and observational activities indicates the need for more rigorous monitoring in order to make further improvements.

The staff work well with parents and carers, valuing their contribution as partners in their children's learning. A strength of this partnership lies in communication. Parents receive excellent information about their child through regular daily feedback and the availability of diary folders detailing the progress of their child's learning. The setting has the overwhelming support of parents and is popular in the local community. 'A fantastic nursery!', 'Staff are very supportive and patient' and 'My child is very happy here!' are just a few of the many glowing parental comments.

The setting is very well run on a day to day basis. The manager and her team of dedicated staff are committed to ensuring that the service they provide is inclusive for all families. The manager's leadership style is very much 'hands-on' and practical but there are also outstanding features that ensure the setting has a clear educational direction.

The quality and standards of the early years provision

Children feel safe in the knowledge that they can trust staff and even at this young age have a good understanding of what will make them healthy. They learn about preparing healthy snacks for break-time and observe good table manners. The school's drive to develop independence and raise children's self-esteem really works, with children continually growing in confidence and being prepared to have a go at everything. Children respond particularly well to opportunities to make choices and plan what they will be doing during the day. The free-flow of activities enables children to progress across all areas of learning and development. The 'outside' classroom is a well thought out innovation to the nursery but does not, at present, allow for full participation in all weathers. Suitable plans have been submitted to enable it to be used throughout the year.

There is a strong commitment to learning through play and curriculum planning is good. This helps children to develop their horizons in terms of knowledge and understanding of the world and how they can represent and record what they see creatively. For example, children thoroughly enjoyed their music and movement activity where they rehearsed the 'Elephant song', using singing and coordinated movement to reinforce language and memory skills as well as promoting a joy of music. The activity also promoted a sense of team work, particularly when the children were moving together to the music – although the carpeted area was a little cramped at times!

Staff carry out informal observation of activities whilst children are at play. These records tend to be brief and written on post-it notes, to remind staff of the

children's needs, what they are interested in and what they can do. However, the system for recording this evidence centrally and electronically is currently underdeveloped. All staff have a very thorough understanding of creating a safe and welcoming environment. They share a common goal in planning appropriate learning experiences based on the children's interests and enthusiasms. Parent helpers are given excellent induction for the activities for the day so that they can fulfil their role with confidence and enjoyment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.