

The Manor House Nursery

Inspection report for early years provision

Unique reference number	EY368630
Inspection date	27/01/2009
Inspector	Karen Ann Byfleet
Setting address	62 Church Street, Eckington, Sheffield, S21 4BH
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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

The Manor House Nursery opened in 2003 and became a limited company under sole ownership in 2008. It operates from four playrooms in converted domestic premises in the village of Eckington, Derbyshire. There is a large secure enclosed outdoor play area and access to the premises is by a path from the car park with a ramp situated by the main entrance. The day nursery serves the local area and surrounding villages. It is open every weekday all year round, except for bank holidays. Sessions are from 07:30 to 18:30. The setting is registered on the Early Years Register and the compulsory and voluntary Childcare Registers. They are registered to provide full day care for 60 children under eight years and there are currently 72 children on roll, all of whom are in the early years age range.

The day nursery is owned by an individual who holds a relevant childcare qualification and works within the setting. Eleven staff, eight full-time and three part-time staff, are employed and work directly with the children. Ten of the staff hold appropriate early years qualifications and one is currently working towards this. There is also an on-site cook/housekeeper. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Management and staff within the setting have a very good understanding of the Early Years Foundation Stage. Staff take full account of children's abilities and interests as they plan and provide a wide range of effective and purposeful activities. Individual needs of children and parents are well-considered and effective as positive attitudes and anti-discriminatory practice is fully promoted to ensure all adults and children feel included and valued. The management and staff are committed practitioners. They regularly reflect and evaluate their practice to ensure continuous improvements in the care and education they provide for children.

What steps need to be taken to improve provision further?

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

- ensure continuity and coherence for children attending other settings by sharing relevant information with each other
- extend further, children's independence with regard to providing appropriate tools such as knives at meal times.

The leadership and management of the early years provision

Management are pro-active in ensuring staff recruitment procedures are implemented effectively, ensuring children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained.

All staff regularly attend training to ensure their knowledge and skills are kept up to date. For example, training in first aid for babies and young children and safeguarding children training. Staff within the setting are deployed effectively with staff/child ratios maintained, ensuring children's safety. All relevant documentation is in place with comprehensive policies and procedures covering all aspects of the provision to ensure the needs of children are met and that they are well protected. The policies and procedures are regularly reviewed to ensure they are practical, they are understood by all staff and shared with the parents. Staff work well as a team as they plan and provide effective opportunities for children to make good progress in their learning and development and that their welfare needs are promoted well. All the staff are included in the setting's self evaluation process. This helps to ensure effective continuous improvement through the care and education they provide.

Premises and resources are well-maintained. The environment is warm and welcoming to all children, parents and carers. For example, welcoming posters are situated in all areas and in a variety of languages and a parents' notice board displays information such as the setting's registration certificate, insurance details and information on various childhood illnesses. Children's safety within the setting is promoted as a secure system is in place with regards to security. An intercom system on the main door ensures no-one can enter the building without staff knowledge and all visitors are requested to sign in and out. Within the setting, children are able to freely move around their designated room and self select from the wide range of age-appropriate toys and resources. The outdoor play areas are safely enclosed.

Staff work very closely with parents to ensure all children's individual needs are met including those children with learning difficulties and/or disabilities and also children who have English as an additional language. They have built strong links with other professionals and ensure an inclusive practice is provided for all. Parents are very involved in their children's learning as staff exchange regular information about their progress through events such as 'parent evenings'. Initial information about children's likes/dislikes and interests are requested at the time the children start attending in order to give staff a basis for planning activities that the children will enjoy. Parents are encouraged to support children's learning at home through the 'All About Me' sheets which children take home and parents are invited to comment on and provide information about what the children have been doing at home. Links with other providers have started to be put in place as the setting liaise with the schools where the children will move on to. However, links with other providers where children also attend, have not yet been established in order to ensure consistent and cohesive practice.

Children are safeguarded as all staff have a clear understanding of their roles with regards to the Local Safeguarding Children Boards procedures. There are two designated members of staff who have attended advanced training in this area and other staff have also attended relevant training. A clear policy and procedure is in place which staff know and implement and parents have easy access to this within the setting's policy documents.

The quality and standards of the early years provision

Children are happy and settled within the setting. They seek out friends and form strong relationships with their peers, the adults caring for them and also acknowledge visitors in the setting. All staff have undertaken training in the Early Years Foundation Stage. Staff throughout the setting plan and organise areas that ensure every child receives enjoyable and challenging, learning and development experiences, tailored to meet their individual needs. Planning is very good. It ensures all the six areas of learning are effectively planned for and very good attention is given to planning for individual pathways along the way using incidental and formal focussed observations of children. The very effective observation, planning and assessment systems ensure children are making good progress in their development and learning. Children in all areas readily engage in freely chosen activities in which staff support them very well. For example, when a two year old is attempting to thread bobbins, staff encourage him to try and then suggest he may wish to try the threading cards which are easier for a child to handle. The child does this and when he succeeds the staff offer lots of praise and reward him with a sticker. Helping to raise children's self-esteem and confidence in their achievements.

Children are provided with a variety of experiences and support which help them to develop a positive sense of themselves and of others. For example, positive images within books, welcome signs in various languages and a variety of world wide celebrations such as Chinese New Year, enable children embrace diversity. Space to develop their own interests and a positive disposition to learn are all enhanced through the development of their social skills such as sharing, taking turns and sitting together at snack and meal times. They are developing their independence through tasks such as putting on their own coats and spreading their own toast. However, independence for children over three years is somewhat inhibited. They are only provided with spoons and forks at lunch time and have to ask for help in cutting up simple foods such as jacket potatoes as they are not given the option of trying to use a knife in order to extend their independent skills. Children of all ages are competent in communicating through speaking and listening. For example, they enjoy the weather board and name the days of week and count the days in the month. Writing and mark making is available to all children through a varied range of resources and activities. Babies and young children enjoy finger painting and making marks in materials such as rice and sand. Older children use writing for purpose as they use appointment books and diaries in a variety of role play situations. The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example they are able to freely access weighing scales, tape measures, peg board activities, threading and counting games. They also enjoy baking activities and number songs and rhymes which enable them to learn, experiment and practice their skills with growing confidence.

Children are well supported in developing their skills and knowledge to help them make sense of the wider world. They eagerly play in the 'Home Corner' and access a range of toys such as irons, vacuum cleaners, play food and utensils which enable them to act out familiar scenarios and develop their imagination. They

make regular visits into the local community as they use the library and the shops. Special trips, such as to a modern science museum have enabled children to have 'hands-on' experiences with a range of scientific objects and machines. Children are competent in the use of computers; they have good mouse control and can follow on screen instructions. Children enjoy experimenting with a wide range of resources, textiles and materials for making collage, modelling and craft activities. Outdoors, the children have access to a sensory garden. In here they enjoy planting flowers and have access to a good range of resources which help with the development of their senses. For example, smell, touch and sound as they plant flowers and investigate tactile objects such as shells, brushes and mirrors. Babies and toddlers also experience many sights, textures and sounds as they enjoy bottles filled with coloured water and various objects such as glitter, tinsel and feathers.

The physical development of babies and young children is encouraged through a range of resources and activities such as climbing and balancing equipment, play tunnels, trikes, hopping, running, jumping games and dance and music. Enabling children to be active and improve their skills of co-ordination, control and movement. Staff talk to the children about why they need to exercise and children have a good understanding of eating healthy foods as they talk about them making them grow and have strong teeth. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

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?	2
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?	2
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 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 registration.

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.