

Manor House Nursery School

Inspection report for early years provision

Unique reference number

EY377062

Inspection date

31/03/2009

Inspector

Karen Scott

Setting address

Hartsdown Park, Hartsdown Road, Margate, Kent, CT9 5QX

Telephone number

01843 227764

Email

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

Manor House Nursery opened in 2008 and operates from seven rooms in a converted manor house. All children share access to three enclosed outdoor play areas. The nursery is situated in Hartsdown Park in a residential area in Margate. A maximum of 59 children may attend the nursery at any one time. It is open each weekday from 08.00 to 18.00 all year round. The nursery has rabbits and a guinea pig.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 59 children may attend the nursery at any one time. There are currently 105 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 16 members of staff that work with the children, 15 of whom hold early years qualifications to at least NVQ level 3 and three members of staff are undertaking further training. Two members of staff have achieved Early Years Professional status. The setting provides funded early education for three and four-year-olds. The group receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Parents and carers are a valued part of nursery life and the setting works with them to meet children's individual needs. Children are independent learners leading their play with support from staff who value them and plan activities that they are interested in and extend them further. The nursery continuously reviews their practice involving children and their families in this process. Any changes are monitored and practice is continuously evolving in order to offer excellent care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop staff's knowledge and understanding of issues relating to child protection and the procedures to follow in the event of a child protection concern or allegation.

The leadership and management of the early years provision

The nursery has a high regard to the importance of evaluating the care that they offer in order to improve their setting for the families that use it. Staff identify any areas for improvement and where possible take immediate action to implement

changes. For example the lunch routine has evolved and developed in order to meet the needs of the children and to make it a pleasurable experience. The setting involves parents and carers too asking for their input into their nursery, acting on any concerns they may have. A good induction process helps staff to settle into the nursery routine and to meet children's needs through continued support. Staff participate in regular training and visit other settings to learn from good practice, taking back good ideas to enhance the care that they offer children. The partnership between parents and the nursery is excellent. The group ensures that parents and carers are well informed through regular newsletters, informative notice boards and contact books, for example. Parents and carers are welcomed warmly into the setting and are encouraged to participate in nursery life through opportunities to stay at breakfast, participate in bring and buy sales and by bringing in pets to share with the children, for example. Each child has a scrap book which both staff and parents fill in enabling the setting to learn about the child's family and the parents to give input about their child. Parents and carers are invited in regularly to discuss their child's progress and to give feedback on the nursery. The group recognises the importance of extended families to children, such as their grandparents and siblings, and encourages their involvement too. Many photographs show the children at play and are enjoyed by parents, carers and the children. Staff have a good awareness of the possible signs and symptoms of child abuse alongside knowing the children that they care for very well helping them to recognise any changes in behaviour and possible signs of abuse. Thorough procedures to follow if there are any child protection concerns are in place and are shared with parents and carers keeping them informed. Although senior staff have an excellent awareness of their roles should there be any concerns other staff have reasonable knowledge. Overall children are safeguarded from harm.

The quality and standards of the early years provision

Children enjoy their play in a safe and secure environment. Regular risk assessments are undertaken and necessary steps taken to minimise risks. For example part of the playground has been fenced off as staff realised that they could not see children when they played around the corner. Fire evacuation procedures are in place and practised regularly with any problems noted and acted on with immediate effect. The group has clear procedures for outings and risk assessments are undertaken on any areas that they visit. Children know that they need to stay close to the adults and hold hands. They are reminded about road safety and check the park roads when crossing them. Children are encouraged to take risks such as climbing up ladders to hang decorations on the Christmas tree but do so with adult supervision at all times. Toddlers discover their own boundaries and limits, learning about rules and are given gentle reminders about staying safe such as sitting still on chairs. The nursery follows excellent hygiene practices. Older children take themselves independently to the bathroom and all children know when and why they need to wash their hands, doing so independently at child sized basins whatever their ages. Children receive a range of healthy homemade snacks and meals. They are encouraged to try new foods and to develop healthy eating patterns. For example whilst celebrating Chinese New Year lunch was a range of relevant foods that children were encouraged to

taste. Lunch time is a social occasion with much interaction between children and adults. Children have access to drinking water throughout the day and are given gentle reminders to have drinks after physical exercise to ensure that they remain hydrated. Children have daily physical exercise in the outside areas. They make excellent use of the adjoining park and wooded area for exercise and to learn about the environment. Weather is not a barrier to outside play as the nursery has rain suits and umbrellas allowing children to experience all of the seasons. Babies and toddlers learn about their bodies and what they can achieve and children understand the need for regular exercise as part of a healthy life style.

Children benefit from lots of praise and encouragement. They are given reminders about being kind towards one another. Good procedures are in place where staff work together and with parents to manage behaviour so that children learn acceptable behaviour and develop self discipline. In a very short time children have formed strong relationships with staff and their peers, interacting positively with each other. Children are encouraged to take books and bears home and comment when they notice a teddy bear has returned from a holiday. Although grouped into rooms children are encouraged to interact with each other. For example small groups of older children are welcomed into the toddler room which helps to settle siblings and is a pleasurable experience for all involved. Children are independent learners, making choices about what they play with and undertaking helpful tasks such as sweeping up. The nursery has some experience and an excellent understanding of caring for children with special needs. Children's developmental needs are discussed with parents and concerns raised quickly. Working with parents and other agencies ensures consistency of care for the child. Children are treated with respect and differences acknowledged positively. The nursery celebrates the cultural festivals of the children that attend and welcome families to the setting to cook and share stories with children, for example. Children are prepared for future economic well-being. They learn about caring for each other and for the nursery pets. Children brought in old toys from home, priced them and then sold them to raise money for charity. They willingly help with household tasks such as washing up after snacks. Children have regular access to computers and programmable toys. They use the computers with competence, developing their skills.

Children make choices about what they play with from a range of resources that extend their learning in all areas, accessing toys and resources with ease. Staff are skilled at standing back and letting children lead their play but also at becoming involved through either leading an activity or extending children's learning at an activity of their choice. Children's imaginative and creative development is highly promoted. Babies and toddlers explore a variety of textures and sounds and music and movement is enjoyed by all ages. Adults support children at art and craft activities but work produced is all children's efforts resulting in a differing range that children have used their imaginations to create. They also create with natural products. For example children arrange flowers using carnations, foam and scissors. Children see numbers around the nursery and when they sort and weigh buttons, for example, adults introduce lots of mathematical language to the play. All children have access to a range of books having their favourites which they enjoy sharing with adults. The outside areas are extended learning areas and older children make choices about playing in or outdoors. Children are continuously

encouraged to extend themselves and to take risks with the support of adults.

Activities are planned to promote children's development, individually and as a group. When planning activities the staff think about what children enjoy doing and what their next developmental steps are. Observations are used to assess children's stages of development and what the next stepping stones are to extend them further. Staff take their lead from children's interests. For example children are growing plants as a result of a child's enthusiasm for planting with family members and when children asked for the reading area to be based around the story 'Owl Babies' adults and children worked together to achieve this with children making further suggestions to extend that theme by learning about Spring animals. Staff recognise schemas and understand how to use them to promote children's development. They believe very strongly in the unique child and plan accordingly. Children are making good progress at the nursery.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.