

The Manse Nursery

Inspection report for early years provision

Unique reference number	EY362859
Inspection date	11/12/2008
Inspector	Debra Elizabeth Jean Dahlstrom / Rachel Ruth Britten
Setting address	The Manse, 1 Cambridge Grove, Eccles, MANCHESTER, M30 9AP
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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 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 Manse Nursery opened in 1988 and was re-registered as a limited company in 2007. It operates from a four-storey detached house in the Eccles area of Salford. The children have access to playrooms on the ground and first floor levels of the house and a playroom in the basement. All children share access to a secure outdoor play area. The nursery is open from 07.30 to 18.00, Monday to Friday, all year round, except for bank holidays and some days over the Christmas period. A maximum of 79 children may attend the nursery at any one time aged from three months to five years. Children attend from the local community and surrounding areas.

There are currently 50 children on roll aged from nine months to three years. Of these, all are within the Early Years Foundation Stage (EYFS). The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting also supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 12 members of staff including the manager. There are five staff qualified to level 3 in early years work and five staff qualified to level 2. The remaining two staff are working towards a recognised early years qualification. In addition, the setting employs a cook and administrator. The setting receives support from the local authority and early years advisory team.

Overall effectiveness of the early years provision

The setting is not currently providing for every child's welfare, learning and development needs to be adequately promoted. The quality of provision is patchy, with babies and toddlers receiving satisfactory and sometimes good care. However, there are significant weaknesses particularly in the care of children over two years, because adults caring for these children do not use procedures effectively or use their skills and resources to safeguard and stimulate children and include them fully in their play environment. Leaders and managers are working to improve the setting through use of training and self-evaluation and show capacity to rectify most matters raised by complaints. However, the action taken is having too little impact on the welfare, learning and development of children over two years.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep a daily record of the names of the children's key 21/01/2009

- workers (documentation)
- ensure that all staff implement the medication record effectively, so that parental consent, the administration record and parental acknowledgement are in place for each and every time medicine is given (promoting good health) (also applies to the compulsory part of the Childcare Register) 21/01/2009
- ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects, including when and by whom they have been checked (suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 21/01/2009
- ensure that suitable equipment and toys are provided together with varied practical and varied real-life experiences so that children are all included and receive appropriate challenge to develop their problem solving, reasoning, numeracy and knowledge and understanding of the world (educational programmes) 21/01/2009
- improve the effectiveness of the key worker relationship, so that a genuine bond is forged with the child and carers so that individual needs are met and each child makes maximum progress (organisation) 21/01/2009
- use observational assessments effectively to establish individual children's starting points, provide activities which help each one to make progress, and regularly summarise this progress against the six areas of learning in order to make further individual plans (assessment arrangements) 21/01/2009
- ensure that the good health of children is promoted by providing accessible materials, experiences and support so that children can manage their own personal hygiene and become increasingly independent through the routines of the day (promoting good health) 21/01/2009

The leadership and management of the early years provision

The leadership and management are not sufficiently effective to ensure a safe and smooth running setting which benefits children. Whilst there are a number of detailed policies and procedures outlining good practice, these are not consistently understood and followed by all staff. In order to rectify this, management have planned quizzes to develop staff's knowledge and understanding. The basic procedures for safely administering medication and maintaining a record of children's key workers, for example, are not adhered to. Despite good opportunities for staff to attend first aid and food hygiene training, not all staff use

this training effectively to provide for children's most basic needs, for example, at meal and snack times with children. Whilst there are detailed written risk assessments in place, these are not robust and do not identify all aspects of the provision that need to be checked on a regular basis. These weaknesses mean that children are poorly safeguarded.

Whilst this is the first inspection, there is evidence of steps taken towards improvement as a result of an earlier complaint. However, staff training to improve hygiene practices have not filtered into everyday practice in some rooms, so that children's independence is underdeveloped, for example in keeping their noses and hands clean and clearing and cleaning their play environment. Staff are involved in the plans for the purchase for new resources. However, they are not fully involved in discussing and implementing all areas identified for improvement as the registered person is currently in the early stages of compiling and completing the setting's self-evaluation form. As a result, the impact of the work in improving outcomes for children is reduced.

There are some systems in place to seek the views of parents through recent questionnaires. Partnership with parents is warm and friendly and staff are quick to respond to any issues raised by parents concerning their children's care. Information about the setting is predominately displayed and children's progress is discussed more formally twice a year. However, key worker relationships are not well enough developed to promote close and detailed provision for each child's progress.

The quality and standards of the early years provision

There are clear differences in the quality of care and learn opportunities offered to children in this setting. There are also a significant number of aspects to children's welfare not met. Staff in the pre-school and the two to three year rooms are not deployed sufficiently well in working with the children as often they are involved in domestic tasks. As a result, toileting needs are not addressed promptly with children and they are not sufficiently encouraged to become independent or learn about good hygiene practice. For example, tissues are not readily available to allow them to wipe their noses. Meal and snack times in these rooms lack appropriate support and encouragement, while staff in other rooms are effective role models as they sit with the children, support them in using cutlery, provide face cloths and wipes, and offer a positive social experience.

Staff in the two to three and pre-school rooms do not interact with the children with sufficient purpose to initiate or facilitate their learning. Resources are limited and not organised in an inviting way to promote children's interest and learning, particularly in developing their understanding of the world around them. Staff in these rooms do not provide challenge for children, for example in the use of number, or provide opportunities to problem solve.

Planning for children is not consistent across all the rooms. There are staff who know their children well and are able to plan for their individual key children. This is particularly evident with the younger children. Other staff have no clear key

worker group or individual plans for their key children and as a result these children are not offered sufficient challenge and are not progressing as they should.

Children are generally happy at the setting and engage with their peers. Older children show kindness and consideration to one another, this is particularly evident in the pre-school room. They expressed concern over those children who were distressed, offering them small gifts such as a necklace to wear until they 'felt better'.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8) 21/01/2009
- take action as specified in the early years section of the report (CR5.4) 21/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8) 21/01/2009