

# Good Manors Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	507931
<b>Inspection date</b>	16/04/2009
<b>Inspector</b>	Coral Hales
<b>Setting address</b>	Manor Lodge, 3 Church Path, Fareham, Hampshire, PO16 7DT
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<b>Email</b>	
<b>Type of setting</b>	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).

## Description of the setting

Good Manors Day Nursery is one of two nurseries run by Good Manors Day Nurseries Ltd and opened in 1998. It operates from a converted building in the centre of Fareham. Children have access to an enclosed outdoor area. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year and offers full- and part-time day care. Families from nearby and from a wider geographical area use the facility.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend at any one time. There are currently 91 children aged from three months to five years on roll. Of these, 29 children receive funding for the provision of early years education.

The nursery employ 17 members of staff to work with the children. Of these, 13 hold appropriate early years qualifications at level 2 and 3. Two others continue to train towards a level 2 qualification. The nursery has achieved the Pre-School Learning Alliance 'Aiming for Quality' accreditation.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provider and staff have a clear vision of what they want to achieve. They demonstrate a commitment to ongoing development and have recently been awarded the 'Aiming for Quality' accreditation. All children are included and valued, treated as individuals and are happy and settled. This fully inclusive and enabling environment, along with the competent, sensitive and calm approach of the staff, helps all children to feel safe and secure. There is close liaison between the parents and the staff and this helps to ensure children are well supported in their care and learning. Links with other providers are being developed.

## What steps need to be taken to improve provision further?

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

- provide babies and toddlers with increased access to the full range of resources for play to ensure sufficient challenge and stimulation for their learning and development
- review the planning to ensure that spontaneous and planned activities offer stimulation and challenge to all children especially those who are more able

## The leadership and management of the early years provision

The nursery owners and their senior staff provide strong leadership and have a very clear view of the future for the nursery. The staff team are motivated, enthusiastic and work together closely to provide a welcoming, attractive

environment where children's welfare, learning and development needs are effectively met. Their focus is always on the child as an individual, their likes and dislikes, and their needs and requirements. Each child is recognised as uniquely special and this ensures none are disadvantaged.

Effective and robust recruitment and vetting procedures are established and this ensures that all staff are appropriately vetted. Inductions relating to the job role are completed and these inform and support new staff. Good staff to child ratios are maintained and this allows children to receive individual attention as required. All members of staff access regular training to support their continuing personal and professional development.

Effective links with parents and carers help to involve them in their children's care and education. Key staff are on hand to keep them informed of the achievements and progress made. Suitable systems are in place to share information, for example, daily diaries, notices and newsletters. All parents receive a full pack of policies when registering with the nursery. The staff encourage the parents to give their views either on questionnaires or via the suggestion box in reception. These are valued and acted upon, for example, following a request for more healthy meals, the menu was reviewed and a new one implemented. Staff continue to build relationships with other settings that children attend.

All documentation required for the safe and efficient management of the service provided is well maintained and organised. Policies and procedures are comprehensive, regularly reviewed and shared with parents and staff.

Children are kept safe because staff who care for them have a good understanding of the procedures to follow should they wish to refer any concerns. Key staff have undertaken advanced training and others develop their knowledge through in-house training. Risk assessment procedures are in place and these help to ensure children's ongoing safety. For example, staff complete written safety assessments of their room on arrival. All systems used continue to be monitored to ensure they are effective in maintaining children's safety both on and off the premises.

## **The quality and standards of the early years provision**

Good Manors Day Nursery provides children with lots of opportunities to help them make good progress across all areas of learning and development. Staff encourage the children to participate in the exciting range of planned and spontaneous activities that take place. Playrooms throughout the nursery are bright and interesting, with children's own artwork displayed on the walls. The downstairs area is set out well and offers children access to continuous provision to allow them to initiate and develop their own play ideas. The upstairs area is suitably resourced, however, is not currently set out to allow the younger children to self-select. Children are active, curious and positive learners and have good communication skills and this allows them to interact well with their peers and with the staff. Most activities planned offer children challenge and stimulation, however, at some points during the sessions, older and more able children are noted to be milling around with no real focus to their play.

Planning ensures that children's individual learning requirements are met. Key staff have opportunities to work closely with their own group of children. This allows quality learning in small groups with a focused activity linked to learning steps previously identified by the staff. Children's progress is observed and monitored and staff ensure that these records link to the expectations of the Early Years Foundation Stage framework. The records are shared with parents to keep them informed.

Children in the baby unit are actively involved in their play and are well supported by caring and motivated staff. Babies love the close interaction and sit happily as they sing, look at books or investigate interactive toys. Others enjoy rolling the ball from under the table and playing peep-boo using coloured chiffon material. Play in the outside area promotes children's developing physical skills, such as crawling and walking, and suitable toys and equipment support their progress. This is a favourite time for the children, who really enjoy being out in the fresh air.

One of the strengths of the nursery is the regular use of the well-resourced natural garden. This area provides an interesting and stimulating environment for the children. For example, staff introduce children to bird watching and provide feeders around the garden. This encourages the birds to visit regularly and children feed and watch Mr Robin as he comes to enjoy the food left out. This enables them to observe closely, which they really love. Staff link this activity to all other areas of learning. Children are fascinated and one young child stands within a metre of the bird totally still and transfixed. Motivational staff make this an exciting learning experience and it is a pleasure to watch.

Children cooperate with each other, take turns, share and work well as a group. For example, they sit with a member of staff at a table and either watch or handle the African snail, they use a paint brush to keep it clean, and look closely at the book as staff explain how they should care for it. Staff effectively develop and extend children's knowledge. Children are interested and ask lots of questions. They show imagination as they play with bricks and small world toys and when they make hoses to put out an imaginary fire in the garden. However, few planned opportunities are provided for role play. Stories and songs are enjoyed by the children either as a group or quietly on their own. They sing spontaneously as they play and join in with enthusiasm following all the actions and counting to accompany the song 'Ten in a Bed'.

Children become independent in their self-help skills, for example, hand washing and for the older ones, teeth cleaning. Suitable nappy changing routines are in place to prevent cross infection. Children can sleep when required, checks are maintained and children are gently reintroduced to their group when they wake up. Children have a good understanding of the importance of exercise as staff promote this area really well. Daily opportunities are provided for the children, for example, to exercise indoors where they use the miniature running machine and the exercise bike. They talk about keeping fit and how it helps them to be healthy. Outside they learn new skills as they climb up rope ladders, use the slide, play ball, climb and ride wheeled toys around the garden. Children benefit from the carefully

balanced and nutritious snacks and meals prepared daily by the cook. Children sit together at mealtimes to eat as a group, including the babies who are given time to experiment and learn new skills, such as feeding themselves. They enjoy lots of fruit, for example, grapes, bananas and oranges for snack and home cooked chicken curry and naan bread for lunch. Drinks are available throughout the day and older children can access them at any time.

The children behave well and are helped to understand acceptable behaviour when issues arise. They begin to know what is expected of them and are confident to make their feelings known to others. Staff manage behaviour in a calm manner in line with nursery guidance and children respond well. Children learn to keep themselves safe, for example, through well-managed risk. Stair gates are not routinely used downstairs because children are aware that they do use the stairs. Staff ensure that children are clear about emergency evacuation procedures and routine fire drills are practised.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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