

The Manse Nursery

Inspection report for early years provision

Unique reference number EY362859
Inspection date 01/06/2009
Inspector Susan Janet Lee

Setting address The Manse, 1 Cambridge Grove, Eccles, MANCHESTER,
M30 9AP
Telephone number 0161 789 3470
Email themansenursery@tiscali.co.uk
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 Monday to Friday from 07.30 until 18.00, all year round, except for bank holidays and some days over the Christmas period. The provision also provides out of school provision. The before and after school club is open Monday to Friday from 07.30 until 09.00 and 15.15 until 18.00 during term time. The holiday club is open Monday to Friday from 07.30 until 18.00 during the school holidays. There are currently five children on roll.

The setting is registered to provide care for a maximum of 79 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll. Of these, 13 children receive funding for nursery education. The setting currently supports a number of children with learning difficulties and disabilities. The setting employs 13 members of staff including the manager, of these eleven staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Effective policies and procedures ensure the safety and the welfare of the children who attend the nursery. Staff work to provide an inclusive environment for the children and their parents and carers. Suitable arrangements are in place to keep parents informed about their children's daily routines and developmental progress. Systems regarding self-evaluation help to identify the setting's strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop an effective system regarding planning and assessment to ensure a consistent approach for helping children progress onto their next steps in learning
- develop more opportunities for children to be able to express their own ideas and thoughts through creative activities
- continue to develop the key person system to ensure that information regarding individual children's needs is shared effectively
- establish links with other early years settings delivering the Early Years Foundation Stage.

The leadership and management of the early years provision

The effective vetting and safeguarding procedures help to protect children and safeguard their welfare. The induction procedure gives staff an understanding of their roles and responsibilities. Regular staff meetings ensure open lines of communication and regular staff appraisals help to identify any training needs. Staff organise space, time and resources appropriately to meet children's needs. A new key person system has recently been implemented. However, time has not been allocated for the old key workers to share information about children's individual needs with the new key persons.

The management team are aware of their strengths and areas for future development. Parents are involved in evaluating the service provided. They complete questionnaires on a regular basis and are able to add comments in a suggestion box. The management team demonstrate the capacity to maintain continuous improvement and staff have worked hard since the last inspection to make progress. Actions from the last inspection have been met. The record of attendance now includes all the required details. The medication record is now completed correctly. Written risk assessments are in place and help to eliminate risks to the children. A suitable range of resources are now available to meet the needs of the children who attend and staff are developing confidence to help the children develop their understanding of problem solving, reasoning and numeracy. A key person system is in place but this is an area which still needs further development. Satisfactory progress has been made in relation to planning and assessment procedures. Staff now provide support so that children can manage their own personal hygiene and become increasingly independent.

The premises are warm and welcoming and staff are approachable, which helps to create an atmosphere that enables a two-way flow of information between staff and parents. Staff work closely with parents and other professionals to support the needs of children with additional needs. Staff share good working relationships with parents, who are greeted warmly on arrival. Parents are kept well informed about the setting and their children's daily routines and progress. Written policies and procedures are on display and regular news letters keep parents informed about forthcoming events. Staff maintain daily diaries for the children and complete written reports regarding children's developmental progress on a regular basis. Links with other settings delivering the Early Years Foundation Stage have not yet been established and this impedes continuity of care and learning.

The quality and standards of the early years provision

The children are cared for in playrooms according to their age and stage of development. Resources are stored at child height. This enables the children to freely access toys, which helps them to initiate their own ideas and to develop independence. Satisfactory systems are in place in relation to planning and assessment. However, this is not yet consistent across the nursery. The children have access to a range of suitable activities and they are happily engaged and occupied.

Staff deploy themselves appropriately and they support the children in their play and learning. They share warm relationships with the children, who are happy and settled in their care. The children gain emotional comfort and security because staff provide positive physical contact by means of hugs and cuddles.

Staff follow the youngest children's individual daily routines and this helps to provide a secure and familiar environment. Babies explore their environment with interest and they are able to move around freely to develop their large physical skills. The children have access to a range of toys that are colourful, tactile and make noises. They also enjoy exploring natural materials which helps them to explore using their senses. Babies enjoy playing in the paddling pool with water and balls, they use their hands and fingers to feel and to splash the water. They pick up the balls and bang them together. A group of children enjoy listening to a story before lunch. Staff introduce simple number into the story and use descriptive words to describe a snake. The children join in by making a hissing sound.

The children develop a sense of belonging and they move around with ease and they are able to make decisions as they choose what to play with. The children have access to a range of resources that reflect diversity to help them develop an awareness of the wider world. The children have some opportunities to express their own thoughts and ideas using creative materials, although most of these activities are adult led.

Older children develop their self-help skills as they help to tidy the toys away, use the bathroom, pour their own drinks and serve their lunch. They use language well to explain what they are doing and to make their needs known. The older children are able to recognise their own names as they find their water bottle with their own name on. They use number language in their play and are able to recognise colours and shapes.

The children have lots of opportunities to enjoy and develop their physical skills in the fresh air. The outdoor area has a grassed area, a concreted area and large equipment is housed on bark chippings. The garden has mature trees which provide shade on sunny days. Staff ensure the children have sun cream on and are wearing sun hats before they go out to play. The children have access to a wide range of outdoor play equipment to help them learn about their bodies and develop control and co-ordination. They walk, jump, run, balance and slide. The children crawl in tunnels and enjoy playing hide and seek with staff. The children also have access to some of the indoor environment outdoors as they play with sand, water, small world resources, construction toys and books.

Staff implement appropriate strategies to help promote children's social, physical and economic well-being. They exercise hygiene practices to minimise the risk of cross-infection and the premises are safe and secure. The menu is generally well balanced and helps to aid children's growth and development. The children enjoy a picnic style snack as they play outdoors. Staff act as positive role models to the children. They treat them with care and respect, they are polite and encourage the children to share and take turns. As a result, the children develop an awareness of what is expected of them. The children develop a sense of pride and self-esteem

as staff praise their efforts and achievements. Staff have a sound understanding of child protection matters and procedures ensuring children's welfare is effectively safeguarded.

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

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| 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? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| 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? | 3 |

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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