



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY291899

DfES Number: 522755

INSPECTION DETAILS

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| Inspection Date | 25/01/2005 |
| Inspector Name | Marilyn Joy |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Manor House Nursery |
| Setting Address | Manor Infant School Inverness Road Portsmouth Hampshire PO1 5QR |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Manor House Nursery |
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ORGANISATION DETAILS

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| Name | Manor House Nursery |
| Address | 52 Buckingham Green Portsmouth Hampshire PO1 4LN |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Manor House Nursery is a newly registered nursery. It is committee run and it operates from Manor House Infants School in Portsmouth. The provision takes children from the local community.

The nursery is registered for 26 children aged 2-5yrs. It is open Mon to Fri term time only from 8:00 to 17:15.

The setting receives support from the Early Years Partnership and the Pre-school Learning Alliance.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Manor House Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. An inviting environment is offered where children enjoy learning. Staff have a good understanding of the early learning goals and provide a range of activities for children to explore. Staff are not always deployed effectively to guide children's learning or extend them in all aspects. Planning and assessment is linked to the stepping stones, although less emphasis is given to planning activities in some areas. Staff form positive relationships with children. They have a good knowledge of individual children and support children with special educational needs well. They have a good understanding of behaviour management and use effective strategies to promote positive behaviour.

Leadership and management is generally good. The nursery has clear aims and staff work hard to put these into practice. They have a positive approach to developing the provision through ongoing training and review. They seek advice and respond to it. They monitor and evaluate areas of the provision but not all aspects of the education programme.

Partnership with parents is generally good. Parents have access to a range of information about the nursery and their child's records. Informal discussions are mainly used to share details with parents about their child's achievements and progress. Newsletters and communication books keep parents up-to-date with general information, although ideas for supporting learning at home are not usually included.

What is being done well?

- Dedicated leadership supports an enthusiastic and committed staff team in providing an environment where children enjoy learning and make progress.
- Children's personal, social and emotional development is developing well. Staff provide positive role models and encourage children to understand what is expected of them and behave well. Children are developing confidence and play co-operatively with others. They form sociable relationships with staff and each other. They confidently explore a wide range of resources.
- Music is used successfully to promote children's communication skills. Children listen and differentiate sounds, join in enthusiastically with rhymes and learn new songs and words.
- Staff adapt activities and routines for individual children. They work closely with parents and professionals when supporting children with special educational needs.

What needs to be improved?

- the system for monitoring the education provision
- support for children to achieve their full potential
- the programme for physical development.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The nursery was asked to develop the provision of practical mathematics opportunities and activities to enable children to develop an understanding of calculation using mathematical language involved. Activities to encourage children's understanding of calculation are included in the planning on a regular basis, for example during keyworker time children sing number rhymes and use props to work out how many left when one is removed. Children then use the same resources to act out the rhyme for themselves. Mathematical language, such as more and less, is introduced when counting how many boys and girls.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are developing confidence and contribute at circle time. Most are enthusiastic and interested in the activities available although some opportunities are missed to engage all children and support their learning effectively. Children form positive relationships with each other. They sit with friends at circle time and play co-operatively. They receive good support to help them share and take turns. Many are familiar with the daily routines and are aware of what is expected of them.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children are encouraged to develop good communication skills such as listening, speaking and responding to instructions. They develop conversations with others. They enjoy listening games, differentiating sounds and linking letter sounds to words. Some can find their name and recognise the first letter, however there is little labelling around the room to capitalise on what they know and become aware of other words or letters. Children willingly attempt writing and drawing.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children enjoy counting during practical activities and routines such as counting jumps. They are becoming aware of concepts such as more or less when deciding if there are more boys than girls or working out how many left when taking one away. Counting, however, is not often linked with numerals. Children explore volume when filling and emptying containers although support is not always available to extend their learning. Children explore shape and size when making puzzles and building.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children's interest in the world around them is stimulated through a variety of topics and activities organised throughout the year. They find out about different cultures and share each other's celebrations. They try different foods and visit local shops. They learn about their environment and community through well-planned discussions and stories. Children talk about what they know and their experiences. Some attempt to use the computer. Children build with a variety of construction sets.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children engage in a range of activities to develop their hand-eye co-ordination. They scoop rice with spoons, use different tools for mark-making and attempt to do up their buttons. Many confidently use the climbing frame and pedal bikes, however activities and routines are not always effectively planned so opportunities are missed to extend all children. Children develop an awareness of space when joining in action games, sitting in a circle and moving around the setting.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children explore texture, shape and form when using different media and materials. They manipulate and shape dough and try different paint effects. Many recognise several colours. Some lack confidence to explore different materials and create their own designs. Children enthusiastically join in familiar rhymes and songs. They play instruments, listen to music and differentiate sounds. Children create their own storylines during role-play and staff offer ideas or questions to extend their play. | |
| Children's spiritual, moral, social, and cultural development is fostered appropriately. | |

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- further develop the system for monitoring the education programme to ensure all strands of learning are covered and extended appropriately
- ensure staff are aware of learning objectives for activities and are deployed effectively to provide children with clear direction to achieve their full potential
- ensure the programme for physical development includes all aspects and is sufficiently planned to build on children's individual ability.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.