



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253916

DfES Number:

INSPECTION DETAILS

Inspection Date	14/01/2005
Inspector Name	Janet Ashcroft

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Manor Way Pre- School
Setting Address	Brier Mill Road Halesowen West Midlands B63 3HA

REGISTERED PROVIDER DETAILS

Name	The Committee of Manor Way Pre-school & Toddler Committee
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ORGANISATION DETAILS

Name	Manor Way Pre-school & Toddler Committee
Address	Manor Way School Brier Mill Road Halesowen West Midlands B63 3HA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Way Pre-School opened in 1984. It operates from a classroom and conservatory within Manor Way Primary School in Halesowen, West Midlands. There is a secure outdoor play area with rubber and grass surfaces and a garden, which the children help to cultivate and maintain.

There are currently 45 children on roll. This includes 16 funded three-year-olds and 9 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs and those who speak English as an additional language.

The nursery opens five days a week, term time only. Opening times are from 09:00 - 11:30 and 12:50 - 15:20.

Six members of staff are employed to work with the children and all have Level 3 Early Years' Qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Manor Way Pre-School provides good care for the children. The staff are experienced and work together well to provide a warm, welcoming and stimulating environment where children feel safe and secure and where individual needs are competently met. Space is used effectively to accommodate a broad and balanced range of toys and equipment; these are freely accessible and promote learning in all areas. Record keeping is generally detailed and mostly confidential.

The staff have a high level of awareness of all risks to children's safety and have taken comprehensive steps to ensure that the physical environment is safe and secure. They are active in promoting good health and encourage the children's self-help skills with regard to personal hygiene. Nutritious snacks are provided and drinks are freely available. The staff have a good understanding of child protection procedures and are proactive in supporting children with special needs. A good

range of resources promotes positive images, however the balance is presently uneven, with disability and gender not fully represented.

The staff plan and provide a broad range of activities and experiences to help the children make progress in all areas of development. Full use is made of the outdoor area for exploration and investigation and the children help to cultivate and maintain the garden area. A strong partnership has been established with Manor Way Primary School and the children frequently participate in school routines and activities, developing their confidence and sense of belonging. Expectations of behaviour are age appropriate and the staff have a positive and consistent approach to behaviour management, which takes account of the children's level of understanding.

The staff work in partnership with parents and liaise frequently with them to ensure that the children's needs are met. A variety of methods are used to exchange regular information with regard to the provision and the children's development.

What has improved since the last inspection?

At the last inspection, the provider was asked to develop an action plan to ensure that staff meet minimum qualification requirements. This has been developed and implemented and all employed staff now hold Level 3 Early Years' Qualifications.

At the last inspection, the provider was asked to designate a member of staff responsible for behaviour management issues. This has been done and all staff and parents informed.

At the last inspection, the provider was asked to designate a member of staff responsible for child protection. This has been done; the member of staff has received relevant training and all staff and parents informed.

What is being done well?

- Staff plan and provide a broad range of practical activities, which develop the children's knowledge and understanding. Full use is made of the outdoor area for exploration and investigation.
- The environment is extremely warm and welcoming, with children's creative work extensively and attractively displayed, enhancing self-esteem and a sense of belonging.
- The setting provides a broad and balanced range of toys and equipment, which meets the needs of all the children and which promotes learning in all areas.
- The staff are active in promoting good health and encourage the children's self-help skills with regard to personal hygiene.
- The staff employ a broad range of strategies to maintain an effective partnership with parents and to keep them informed of the provision and of their children's progress.

What needs to be improved?

- the range of resources to promote positive images, especially of gender and disability
- the procedure for ensuring that records are maintained on a daily basis and stored confidentially.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
9	Continue to develop resources to promote positive images, especially of gender and disability.
14	Ensure that records are maintained on a daily basis and stored confidentially.

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

How effective is the nursery education?

Manor Way Pre-School offers high quality provision overall, which enables the children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a thorough knowledge of the foundation stage, which enables them to provide well organised activities and experiences to develop the children's learning. Plans identify learning outcomes, although planning methodology is not always clear and terminology could be improved. Staff frequently set challenging tasks for the children and make good use of questioning techniques to extend the children's learning. They encourage children's independence and promote good behaviour through frequent praise and positive reinforcement. Children's developmental progress is recorded and used effectively to inform future planning. The staff work well together as a team to ensure that children are given a good level of support, especially those with special educational needs.

Leadership and management are very good. Professional development is encouraged and supported and all staff have undertaken additional training to update their skills and knowledge. All staff are involved in the planning process and all have individual roles and responsibilities, which they are encouraged to develop through liaison with other organisations. Systems are in place to monitor the quality of the setting and staff are given opportunities to work with Manor Way School and with the Early Years Development and Childcare Partnership, to develop practice.

Partnership with parents is very good. Several strategies are employed to ensure that parents receive regular information on aspects of the curriculum and on planned activities. Parents are kept fully informed about their children's development through informal discussions and planned parents' evenings. Parents are warmly welcomed into the setting and their help and comments are actively encouraged.

What is being done well?

- Children are confident and enthusiastic mark makers and demonstrate knowledge of writing for a purpose.
- Children use numbers as part of their everyday routine and are beginning to develop mathematical ideas to solve problems.
- Children have a growing interest in the world around them and freely explore and investigate their surroundings.
- Staff plan and implement stimulating activities and experiences; they work well as a team to offer individual support when required.

What needs to be improved?
<ul style="list-style-type: none">• the planning methodology, particularly with regard to clarity and terminology.

What has improved since the last inspection?
Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good skills of independence through the daily routines, such as hand washing and responsibilities at snack time. They have a developing understanding of working together and show care and concern for others. They are confident in selecting resources and are able to concentrate in a variety of situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. They are able to initiate and develop conversations in large groups and in one to one situations. They respond with enjoyment to examples of rhythm and alliteration and are able to extend their own learning. Younger children are confident mark makers and some four-year-olds can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in counting and use numbers as part of their everyday routine. Most four-year-olds are able to count to ten accurately, with some able to count beyond. Children are developing mathematical ideas to solve problems and often use mathematical terms in play activities. They are beginning to show an understanding of addition and subtraction and an ability to recognise and recreate patterns and shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about past and present events. They have a growing interest in the natural world and investigate objects and materials independently, showing awareness of change. They identify and effectively use everyday technology. Children have a developing awareness of their own and other cultures through planned activities and experiences, for example, singing and signing songs using British Sign Language.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing skills in coordination and control as they move confidently around the setting. They are able to negotiate space successfully, moving sideways and forwards. They handle tools competently and their fine manipulative skills are developing well. Children are aware of healthy practices with regard to eating and sleeping and are able accurately describe their bodily changes after exercise.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to use their senses effectively to describe, explore and respond to experiences. They can sing simple songs from memory and enjoy joining in with others. They move confidently to music and are able to adapt their movements appropriately to match the rhythm. They are able to express their ideas and feelings in a variety of ways, including role play, movement, dance and creative activities.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for Consideration:
- Further develop the planning methodology, particularly with regard to clarity and terminology.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.