

Manor House Nursery

Inspection report for early years provision

Unique reference number EY408953
Inspection date 13/10/2010
Inspector Tim Butcher

Setting address Manor House Nursery, 145 Southmead Road, Westbury-on-Trym, BRISTOL, BS10 5DW
Telephone number 0117 962 9620
Email ninaatmanorhouse@aol.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Manor House Nursery was established in 2005 and has operated under this registration since 2010. It is a privately owned company with two other sister nurseries. It operates from a converted manor house in Westbury-on-Trym, in Bristol and children come from a wide catchment area. Children are grouped according to age and use four rooms on the ground floor and three rooms on the first floor. They also have access to a large grassed area and sensory area for outdoor play. The nursery is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. A maximum of 67 children may attend the nursery at any one time; of these 27 children may be under two years. The setting is open each weekday from 8am to 6pm, throughout the year, except for bank holidays and a week at Christmas.

There are 15 members of staff, nine of whom hold early years qualifications to Level 3 or above and five staff who hold Level 2 qualifications; with one member of staff working towards a Level 2 qualification. One member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are happy, settle easily and enjoy their time at the nursery. They make good progress in their learning and development because they experience a good range of activities and play opportunities although there is scope to extend children's learning more in the garden area. The staff team get to know children well. They generally plan activities effectively to match children's individual learning needs. Children enjoy a safe environment in which to play and their welfare is successfully promoted. There is a clear commitment to the continuous improvement of the provision that leads to improved outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems of observational and assessment to provide a broad range of activities for children across each area of learning.
- continue to develop the garden area to give children further opportunities to freely explore, use their senses and be physically active across all areas of learning.

The effectiveness of leadership and management of the early years provision

The staff have a clear awareness of their responsibilities in regard to the safeguarding of children and there are clear policies and procedures in place for staff to follow should they have a concern. All staff working with children have been suitably vetted. The provider carries out a risk assessment of the premises and hazards to children are successfully minimised. For example staff are vigilant in shutting safety gates to prevent children from straying into areas unsupervised. Comprehensive policies and procedures ensure the smooth and safe running of the nursery.

A particular strength of the setting is the good partnership established with parents and carers. There is good communication with parents and this leads to a good continuity of care for children as children's day to day needs are discussed and shared. Staff get to know children well and so children have their individual needs met. Parents report positively on the nursery as a whole as shown through the feedback from the questionnaires that they have completed. Parents comment that children settle easily, that staff are friendly and that their children enjoy their time at the nursery. Information about children's all round progress is systematically shared through the learning profile and through the three-monthly review meeting. The provider acts on the information provided by parents through the questionnaires.

Staff actively promote equality and diversity. They make the most of diversity to help all children understand the wider world. They ensure all children are able to participate, such as through the use of flashcards and number lines which are in different languages and aid children's communication. They work in partnership with other professionals who are involved in the specific support of individual children, such as those children with individual education plans. The provider is improving outcomes for children and taking effective steps to close identified achievement gaps. Resources in each room ensure that children have good variety. Children overall have access to a wide range of resources that are fit for purpose and support children's learning and development well. The environment is conducive to learning and free from hazards. Reflective practice takes place and the main strengths of the setting have been established and the areas for further development have been successfully identified. For example, the staff team have changed their approach to the displays in some of the rooms and actual examples of children's work are now shown at low level and reflect a more child-oriented approach. In general actions are well targeted to successfully bring about improvements in the outcomes for children. For example, the commitment to staff development and training has resulted in a skilled staff team. The nursery intends to further develop the use of the outside area to improve and build on the experiences of all children, including babies and young children. The provider is taking appropriate steps to ensure resources and the environment are sustainable. The setting appropriately establishes partnerships with other settings who also provide care to the children that attend the nursery.

The quality and standards of the early years provision and outcomes for children

Children make good progress in general because staff have a secure knowledge of the Early Years Foundation Stage. The overall system for the observation, assessment and planning for children's progress is secure and staff have a clear awareness each child's developmental needs overall. A learning journal for each child is used to record observations of what children do and to identify their next steps in development. This information is used effectively to plan future activities for children, based on their interests. Children have good opportunities to exercise choice and to self-select from resources that are easily accessible. Free-flow activities encourage them to become independent and to explore at their own pace. As a result children play well independently and become active and inquisitive learners. They develop the skills they will need for future learning.

Babies are encouraged to explore the world immediately around them and to touch and handle a range of objects and toys. They practice arm and leg movements and wriggle and stretch. An adult is close by to help them if they become frustrated and to provide lots of conversation to stimulate their responses. Babies show by their smiles and giggles that they are happy, comfortable and secure. Toddlers test their physical skills within their room on the soft play blocks as they climb and tumble safely. Children thoroughly enjoy the regular opportunities to take their play outside into the large and well equipped garden. Although children have access to materials and play resources across each area of learning and many activities capture their interest, in general the quality of the planning for children when they go outside is variable and does not always match the high quality of planning within each of the rooms. As a result activities are not always so closely focused on children's individual learning needs when outside. Children strongly benefit from the warm interactions from an attentive staff team. Children are valued and are able to contribute positively. Free-flow activities support all children to make choices and to often follow activities based on their own interests. Older children take some responsibility for choosing what they do, for example, they discuss what they might like to play with at the beginning of the session. The staff are quick to pick up on what has captured children's imaginations and they use this information constructively to devise or adapt future activities to follow a similar theme. For instance children learn about the world around them when they are outside and take an interest in the birds they can see. Later a number of activities are set up around this theme to see if children wish to follow up on what they have done and to extend their thinking. Documentation shows, that children make good progress in their communication language and literacy. For example, children sing rhymes and move to music and learn about 'loud and soft' when playing musical instruments.

Children build secure relationships and learn to cooperate with each other. Children practice taking turns and sharing resources both during adult led activities and during child initiated play. For example two children both freely choose a galleon ship and engage in imaginative small world play. A member of staff gives simple explanation to help both to understand the needs of each other and as a result they successfully share the resources. Children are supported well to count, match

and name for example, they stack coloured rings and as they do so language about size and shape is introduced and children are sensitively supported to explore and to extend their knowledge and abilities. Children have a strong sense of belonging and are provided with lots of positive affirmation about what they say and do. They have some creatively presented activities that are based on their initial interests. For example, in imaginative play they wash baby dolls. They are provided with realistic resources and their play is meaningful as it is based on their own experiences. Staff support children's play well to extend children's knowledge further. As a result children learn about good hygiene practices and how to care for others. They are able to link this to their own self-care skills and knowledge about themselves. Children capture the whole activity for themselves on camera and they build this into a display to celebrate their achievement. They grow in confidence and have their contribution acknowledged.

Children learn about healthy eating and grow in independence, for example through the cafe style snack times where they can serve themselves. Drinks are accessible at all times. Children are happy, safe and secure. The nursery is well organised and free from hazards and the routines help all children to feel secure. Children have their physical needs met well. For example babies and young children are kept happy and content during nappy changing procedures.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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