

The Village Manor Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

The Village Manor Nursery was registered in 2003. It is owned and operated by Village Manor Nurseries Limited. It provides care for children from the local community and further a field. It is situated in a converted private dwelling on Rochdale Road, Blackley in North Manchester. Children attending the nursery have access to the basement, three rooms on the ground floor, two rooms on the first floor, a secure outdoor play area and associated facilities. The nursery also offers before and after school care during term times.

The nursery is registered on the Early Years Register to care for a maximum of 42 children under eight years at any one time. Of these, 37 can be in the early years age range with the under two's limited to 15. Currently, the nursery has 42 children on roll and 40 of them are early years children. Of these 40 children, 10 are in receipt of the nursery education grant. The nursery cares for children with English as an additional language and supports children with special educational needs and/or disabilities. It is also registered on both the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday between 7.30am and 6pm, all year round with the exception of bank holidays. Children attend both full and part-time hours. The before school session is from 7.30am to 8.45am and after school session is from 3.30pm to 6pm. A staff team of 16 work directly with the children. The majority of this team hold relevant early years qualifications to a minimum of Level 2. The nursery has a current Quality Counts Award Level 2 accredited through the National Day Nursery Association and a current Investors in People Award Level 1. They enjoy support from the local authority early years team and the local children's centre teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the nursery and this gives them confidence to play, explore and make progress in their learning. Children's health, safety and care needs are well-met. Strong working partnerships with parents, carers and relevant professionals supports the staff's understanding of children's individual backgrounds and needs. Reflection and self-evaluation is becoming embedded in staff practice as a means of continually improving the quality of the provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- analyse the progress data of different individuals and groups to monitor and

evaluate the inclusiveness of provision and improve the flexibility of systems used to meet individual learning needs to ensure equality

- develop staff understanding of the wider role and responsibilities of a key worker to enhance their practice
- develop more opportunities for parents to become involved in their children's learning.

The effectiveness of leadership and management of the early years provision

The manager and staff keep children safe and secure through the implementation of effective policies and procedures which underpin their practice. The staff has a good understanding of child protection issues and the procedures to follow in the event of such concerns. Rigorous systems are in place for managing the recruitment, vetting and induction of staff and strategies to monitor their ongoing suitability are effective. In depth risk assessment, which covers all areas, equipment and outings enables children to safely enjoy a wide range of activities whilst taking controlled risks and developing their own safety consciousness. All the staff are qualified in first aid ensuring they can act quickly and appropriately in the event of an accident. All accidents and incidents are clearly recorded, shared with parents and monitored monthly as part of the risk assessment procedures. A clear registration system for children, staff and visitors ensures managers have an accurate picture of who is in the nursery at all times. Entry and exit from the premises is managed effectively. The effective deployment of staff ensures children are well-supervised. Children are cared for in a safe and secure environment.

There is a recently appointed manager at the setting who has a clear understanding of quality provision and practice. She is taking a collaborative approach to reflection and self-evaluation and includes staff, children, parents and other professionals in the process. Self-evaluation is a set agenda item, along with safeguarding at the monthly team meetings and parents views have been sought both verbally and via questionnaires. Strengths are identified accurately and some areas for development recognised and prioritised appropriately. For example, monitoring and evaluation of the newly introduced children's tracking documents immediately identified gaps in both provision and staff practice in aspects of problem solving, reasoning and numeracy and knowledge and understanding of the world. Effective action plans are already in place, including staff development plans and work has begun to address these gaps in children's learning. However, analysis of the information is not yet rigorous enough to identify the progress of different groups of children in their care to ensure all make the best possible progress they can according to their starting points, abilities and backgrounds.

Staff establish positive relationships with parents, carers and other professionals and providers. Good levels of information are sought from parents at the outset to support children in their settling-in. Key workers are assigned and introduced to parents immediately to begin the process of relationship building with parents and the child. These processes enable the staff to respond effectively to care needs and establish children's starting points. However, not all staff are clear about the wider aspects of the key worker role, such as, attachment and bonding with a

significant adult and the vital part it plays in children's emotional health and security. This is making it more difficult for some new children to settle. The premises are warm and welcoming. There are displays of children's work and photographs of them undertaking activities, for example, on the display provided to help parents better understand the Early Years Statutory Framework and its promotion through play. Parents are kept up-to-date with their children's achievements through accessible learning journey files, summary progress reports and parents evenings. However, their opportunities to be involved in their children's learning are too few. The centre share professional information effectively with other professionals and agencies. For example, the speech and language therapist, the educational psychologist, social workers and nursery teachers at the local schools when children are moving on.

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

The staff team at the nursery have a generally secure understanding of the Early Years Statutory Framework and how children learn through meaningful play opportunities that interest them. They use this understanding to make sensitive observations of children and match them to the expectations of the early learning goals. A newly introduced system to track children's progress is starting to become embedded into their observation, assessment and planning processes and staff report that this is very helpful to them when monitoring children's progress and planning for their individual learning. However, the document they use to track children's progress has broad categories and staff are not yet confident enough with the system to adapt it to record and celebrate the small and significant steps of progress made by some groups of children. For example, children with special educational needs and/or disabilities. This means the tailored support, planning and challenge for this group of children does not always meet their learning and development needs or effectively inform their individual education plans.

The children are encouraged to behave in ways that are safe for themselves and others and are beginning to develop a sense of responsibility as they help to tidy away toys after play. Frequent emergency evacuation practises ensures they know how to leave the building quickly and safely when the bell sounds and all children ascend and descend the stairs sensibly, holding safely onto banisters. Their kind and considerate behaviour is encouraged and praised, for example, when a toddler passes another child a piece of jigsaw the member of staff tells them 'well done for sharing.' The play materials, activities and resources are raising children's awareness of similarities and differences. This is helping the children develop positive attitudes towards others. Children's language skills are developing as staff engage in play with the children and take time to listen to them. Children's listening skills are being promoted at group story sessions and circle time activities. For example, children listen carefully for their name during the welcoming song. Those caring for the younger babies sing songs and provide time to talk to individuals who smile and babble in response. They enjoy the sensation of silky scarves over their faces and giggle with delight when staff remove them and say 'boo.'

The well-organised, child friendly rooms enable children to explore and play in comfort. They clearly know what is available and confidently select activities, toys and resources that interest them from the continual provision. Babies pull themselves up on sturdy equipment and practise their walking skills, children paint with brushes of all sizes and design and build using recycled materials and commercial kits. Children learn about shape as they complete jigsaws together, fit shapes through sorters and cut round templates with good levels of determination. Children are developing attitudes and abilities which will help them in their future learning. Good methods are used to encourage children to adopt healthy lifestyles. These young children follow effective hygiene routines including regular hand washing and brushing their teeth after food. The nursery promotes healthy eating, meals are freshly prepared, appetising and nutritionally balanced. Mealtimes are a positive, social occasion. Children demonstrate a positive attitude to being active and benefit from fresh air through regular access to the outdoor play area where they kick and throw balls, climb up, under and over the climbing frames and manoeuvre wheeled toys with confidence.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	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