

Manor House Nursery School

Inspection report for early years provision

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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 Manor House Nursery School was registered in 1998. It operates from a grade 11 listed house in the village of Werrington, Peterborough, Cambridgeshire. Children have access to two enclosed areas for outdoor play. The setting is open each weekday from 8.00am until 6.00pm.

The nursery is registered on the Early Years Register to care for a maximum of 48 children in the early years age range. There are currently 73 children on role. Staff are able to support children who may have learning disabilities and/or difficulties.

The nursery employs 13 members of staff to work with the children, of whom 11 hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff value each child as individuals and provide a homely environment that makes all children feel welcome. Children make good progress in their learning and development as they engage themselves happily in a good range of interesting activities. Effective procedures for observing and assessing children's progress are in place and plans of activities are based on children's interests. Partnerships with parents' are secure to ensure that staff can meet children's individual needs effectively. Clear procedures are in place for self-evaluation and all staff demonstrates a firm commitment to improving and continuously developing the provision.

What steps need to be taken to improve provision further?

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

- develop further children's opportunities to develop and use their home language in their play and learning and view positive images of others within the setting
- increase children's opportunities to use resources which enable them to become familiar with technology
- extend the systems in place to provide an effective two-way flow of information with other providers who deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The nursery operates effectively under clear guidance and support from the manager, who ensures staff are clear in their roles and responsibilities and encourages them to be actively involved in decisions that improve outcomes for children. Clear safeguarding systems are in place to protect children within the nursery and staff attend regular training to ensure they are up-to-date with the most recent information. Robust recruitment procedures ensure all staff are suitable to work with children. Staff deploy themselves effectively around the setting to ensure children are well supervised both inside and out and are vigilant at all times to ensure children's safety. A clear record of risk assessments are kept, along with daily checklists which ensures hazards are kept to a minimum. Staff demonstrate through their general daily practise that they are familiar with the settings policies and procedures and documentation is kept to a good standard.

Staff strive to provide a homely environment where children can play in comfortable but stimulating surroundings. Independent access to toys and resources from low level storage is good for all ages of children. Children under two have good opportunities to free flow between the indoor and outdoor environment as they have their own spacious garden next to their base room. Due to the layout of the premises older children are unable to access the garden freely. However, staff ensure they spend quality time outside on a daily basis where they can access a wide variety of activities to support their learning. For example, in good weather children spend the majority of the afternoon outside where children of different ages mix well together exploring their environment. Individual children's needs are addressed through staff's clear knowledge of all children and their families.

Parents are very positive about the care their child receives and have developed close relationships with staff. They are made to feel welcome in the nursery and stop and chat to staff when they collect children, exchanging information at these times. Parents receive further information through daily communication sheets including activities children have participated in. Records of children's achievements are consistently shared and parents complete all about me sheets on a regular basis to keep key workers informed of children's interests and learning from home. Staff are building positive relationships with local schools and considering how they can improve systems to exchange information with other settings children may attend.

Management and staff's account of the nursery in their self-evaluation form is a good reflection which has enabled staff to identify, prioritise, and implement realistic areas of development. The manager listens to staff's, parents' and children's views, through procedures such as self-appraisals; staff meeting's and parent questionnaires. Staff are given regular opportunities to improve their skills in childcare through attending professional training and receive support and guidance from the local authority. The manager demonstrates a firm commitment to continuously improving the setting.

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

Staff respond well to children's interests and different development needs to provide an interesting environment that enhances children's learning. There is a lot of time given to child-initiated play where children are given good opportunities to enhance their learning through creative and explorative play. For example, children spend time digging in mud and fetch their own utensils and water from the outside tap to create mud pies. They climb the lower branches of trees under close supervision and freely paint, chalk and draw both inside and out. Staff are flexible and spontaneous, for example, taking the ingredients outside to make play dough in warm weather, which children then play with outside. Children communicate confidently with staff who are kind and caring and provide consistent support during activities. As a result, children of all ages make good progress in their learning and development. Planning is effective as it incorporates children's interests and next steps in their learning, which are identified through meaningful observations.

In general children's personal, social and emotional development is supported well throughout the nursery. Children's opinions are valued and their work displayed which gives them a good sense of belonging. Babies see pictures of their families on display which helps them settle. Children who speak English as an additional language attend the nursery. They are generally well supported by staff, who use gestures to communicate and they see some words in other languages. However, in general there are limited resources and positive images of others displayed to help children develop an understanding of their own and other cultures. Children see a variety of meaningful words in their environment and show an appreciation of books which they access in comfortable book areas. Young children's language skills and vocabulary are developing well, with toddlers using words such as bang and crash to describe the noise stones make when they are dropped into a bucket. Children access writing materials and older children have opportunities to recognise their name on name cards and water bottles when accessing their drink. Counting, colour and shape recognition is introduced naturally in activities such as counting how many hammers are needed for the number of children present when creating a shape picture in the pre-school room. A laptop is shared throughout the nursery giving children of all ages some opportunities to become familiar with technology but in general resources are limited throughout the nursery to support this area of learning. Both garden environments provide children with good physical challenge. Babies learn to negotiate a small number of steps and tackle a slope when learning to walk and run. Older children balance on logs and sunken tyres and are generally active as they run freely in the very large play space.

Children's welfare is effectively promoted. Most staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children learn about healthy eating through the range of balanced and nutritious meals and snacks provided. They spend time planting and growing their

own vegetables which gives them a good sense of where food comes from and forms part of their nursery meals. Lunch times in particular allow children to share a relaxed, social experience with each other and staff who eat with them. Children participate in safety procedures such as fire drills and are reminded of safe practices within the setting. Children are learning to effectively share and take turns in their play with gentle encouragement from staff and overall they behave well.

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

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| 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

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| 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 | 3 |
| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 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