

Manna House Day Nursery

Inspection report for early years provision

Unique reference number	218424
Inspection date	02/06/2011
Inspector	Elaine Poulton
Setting address	Bamford Street, Glascote, Tamworth, Staffordshire, B77 2AT
Telephone number	01827 302435
Email	
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

Manna House Day Nursery opened in 1994. It operates from a self-contained suite within the Elim Centre, Tamworth. It serves the local area. All children share access to a secure enclosed outdoor play area.

A maximum of 64 children may attend at any one time. There are currently 70 children on roll who are within the Early Years Foundation Stage. Of these 22 receive funding for early education. The provision is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery opens each weekday from 7.30am to 6pm all year round.

The nursery employs 15 members of staff, all of whom hold appropriate early years qualifications. The manager and deputy hold early years foundation degrees. The setting employs a cook. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because they enjoy their time in the nursery and the staff recognise their interests and individuality. Staff have a secure knowledge of the Early Years Foundation Stage framework but assessments are not always consistently recorded. Most policies, procedures and permissions are clear and support good practice. Staff have effective relationships with parents to secure knowledge of children's individual and routine needs. Effective relationships are fostered with other partners involved with early years. Systems to monitor and evaluate the provision are reflective, which provides a good basis to securing better outcomes for children and for continual improvement.

What steps need to be taken to improve provision further?

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

- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the staff team have a secure knowledge of child protection issues. They have a good understanding of their role

in safeguarding children and the procedures they must follow if they were to have a concern about a child in the nursery. They know of their responsibility to ensure that all people working directly with children or having contact with them are appropriately vetted, and continued suitability of all staff is promoted. Children feel safe inside the setting because staff are vigilant with visitors and with security in and around the premises. Children are learning to keep themselves and others safe through activities, such as regular emergency evacuation procedures. There is a clear system in place for minimising hazards and assessing risks. These measures support children's general good health, safety and well-being effectively.

There is a positive attitude towards diversity to ensure that children and their families feel welcome, safe and valued. Systems are effective to support children with learning needs and/or disabilities. Staff seek to offer equality of opportunity to all children and to promote an inclusive environment. For example, children have access to all resources and activities and have a choice in their play and learning. Children have planned opportunities to learn about themselves and others through resources which reflect the world around them. For example, there are ample posters, pictures, books, dressing up and role play resources and displays that positively depict diversity. This means the learning environment helps children to gain an understanding of those who are both like them and different from them.

Staff maintain good relationships with children and their parents, extended family and carers. Parents share information on children's individual daily routine and care needs are shared with the key person, which in turn ensures children receive a good level of support. Parents have access to a notice board, their child's daily diary, a parents journal and individual learning profile. Parents have opportunities to access 'stay and play' activity sessions to help them support their child's learning and are proud to put their comments on the board about their child's achievements at home. Parents share a range of well-written permissions and consents and most are updated regularly. Digital photographs capture planned learning activities and are used in individual profiles to document children's development. The setting fosters effective partnerships with other professionals and those who deliver the Early Years Foundation Stage to ensure continuity in children's care, development and education during transition from nursery to school.

The Ofsted evaluation form is used generally well by management to reflect on practice. However, the system does not recognise all areas for improvement across the Early Years Foundation Stage and not all staff contribute towards the process. There are, however, firm plans in place to plan activities linked to the individual child's 'schema' or preferred learning style and also to promote more free-flow indoor/outdoor active play. Effective appraisal systems are in place to ensure ongoing staff development. For example, the management team are very supportive and encourage staff training in areas, such as safeguarding, behaviour management and first aid to improve on good practice. Two members of staff hold an early years foundation degree and one member of staff holds a degree in early years studies. All recommendations from the last inspection have been addressed. The staff team welcome support visits from the local authority. The nursery has been awarded Quality Assurance through the Pre-school Learning Alliance. This demonstrates a positive and professional outlook to continuous improvement.

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

Staff have a secure understanding of the Early Years Foundation Stage framework and are involved in planning. They have a good awareness of activities children like and are interested in and this helps them to plan a wide range of activities to support children's development. Observations are recorded and this helps to chart the children's progress they make toward the early learning goals. However, assessments are not always consistently linked to the learning and development framework, which in turn has an impact on some children's potential to achieve.

Children settle quickly and respond well to the individual time and attention they receive. Babies and younger children are well supported with daily and routine needs. Sleep, feeding and nappy change routines closely mirror those of home and very young babies are held to be bottle fed. There are ample sensory resources readily available for younger children to support their development. There is a good range of safety equipment in place, such as high chair harnesses, that is always used at meal and snack times to keep children safe.

Language and communication skills are promoted well as most staff encourage children to listen, speak and to join in singing songs. Older children are eager to talk about things that are of interest to them during circle time. They concentrate well at story time and have fun joining in with action rhymes. They are developing their independence skills well as they select and pour their own drinks and volunteer to carry out achievable tasks, such as helping to set the table at lunch time. These activities help develop children's skills in a positive and relaxed way.

Play activities are supported effectively to offer challenges and to extend children's learning. Children are lively and active indoors and outdoors. They enjoy visiting the local shops and exploring the neighbourhood. They go on outings and enjoy the occasional bus ride, and they are encouraged to remember what they see and hear and then talk about their experience when they return to the nursery. This helps the children to learn more about nature and the wider world around them.

Children have regular opportunities to access active play outdoors where they develop their large body movements and fine physical skills. They thoroughly enjoy outdoor play and have a good range of resources and equipment to investigate. For example, they have great fun playing imaginative games in the 'real boat' and rolling on the giant tubes and balancing on the stepping-stone logs. There are good opportunities for children to explore a range of messy and creative resources. For example, younger children are inquisitive and enjoy exploring 'dry semolina', play dough, sand, water and paint. Older children observe their individual facial features through a mirror and then select different colour paint for their eyes, hair and skin tone to recreate their portrait. This ensures children's learning is fun and consequently consolidates their learning.

Children are encouraged to develop skills for their future well-being as they learn to cooperate and work together. They have ample opportunities to access a range of small world and battery operated resources and interactive toys and games.

Children's art and craft work is displayed, which gives them a sense of achievement. They are well behaved and acceptable behaviour is reinforced through staff rewarding good behaviour. Basic rules are in place which encourage children to share and play together cooperatively. This in turn reinforces good behaviour and helps children begin to consider the needs of others.

Good hygiene practices help to minimise the risk of cross-infection in this setting. Older children understand the importance of good personal hygiene. For example, they know that they must wash their hands to make sure 'no germs are there'. Younger children and babies' hands are washed and wiped over before they eat their food and after messy play. The menu provides a good range of healthy snacks and nutritional meals which are freshly prepared and cooked by the nursery cook each day. Children's individual drinking beakers are accessible and drinking water is always readily available. These measures help children to learn about healthy lifestyles.

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

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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

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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