

# Manor Childcare Centre

Inspection report for early years provision

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**Unique reference number** EY419929  
**Inspection date** 08/11/2011  
**Inspector** Christine Stewart

**Setting address** C/O Christ Church (Hall), Martins Lane, Wallasey,  
Merseyside, CH44 1BQ

**Telephone number** 01516 300020

**Email**

**Type of setting** Childcare - Non-Domestic

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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**

Manor Childcare Centre was registered in 2010. The setting is one of two managed by a committee and has charity status. It operates from one large room within Christ Church Hall, Wallasey, Wirral. The setting serves the local area. There is a fully enclosed outdoor play area available. It offers provision during the day and before and after school. A holiday club operates during the school holidays. A maximum of 40 children may attend, of whom all may be in the early years age group. The setting also offers care to children aged eight years to 11 years. There are currently 75 children on roll; of these 20 are within the early years age group.

The setting is open Monday to Friday from 7.55am to 6pm. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are seven members of staff who work directly with the children. Of these, six hold appropriate early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and make good progress in their learning and development. The group is friendly, stimulating and very well organised. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Partnerships with parents, carers and other early years professionals are generally effective. Overall, the manager and staff demonstrate a positive attitude and commitment towards continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further the self-evaluation process by involving a whole setting approach to identification of priorities for future improvements
- build on systems and resources to involve parents further in practical ways to extend their children's learning at home.

## **The effectiveness of leadership and management of the early years provision**

Access to the setting is monitored by staff and systems are in place for the safe collection of children. Staff members have a secure understanding of Local Safeguarding Children Board guidance and procedures, as well as the possible

indicators of abuse and neglect. This enables them to take prompt action if they have concerns about a child, in order to ensure children's safety. Thorough policies and procedures are implemented to ensure any concerns are prioritised and dealt with promptly. Effective recruitment and vetting procedures are in place, and regular appraisals help to assess staff's ongoing suitability and identify training needs. Effective risk assessments for all areas, including outdoors, ensure any potential hazards to children are minimised. Children's safety is a priority and the setting has taken guidance from the Road Safety Officer. This advice ensures they escort children to and from the various schools using the safest routes and crossings. All staff hold current first aid qualifications and all the required information and consents are in place.

Children play in a stimulating and well organised environment. Very good use is made of the space available to enable children to explore the activities on offer, or self-select additional resources. All children have a voice and staff seek their opinions to enable them to contribute to the organisation and operation of the setting. For example, they contribute to selecting new equipment, help plan the snacks and agree on the setting's rules. Staff are committed to improving outcomes for children. They have achieved the highest level in the local authority quality improvement programme. The setting has clear priorities and a strong commitment to continuing to improve the service it offers. Although self-evaluation is good overall, the systems in place for all to contribute to this process are not yet fully developed.

A key worker system is in place to promote and meet individual children's needs. The setting is inclusive and promotes equality and diversity well. Strong partnerships with parents are established. Parents express their absolute satisfaction with the service they receive, saying they are kept well informed about their children's learning and progress. Information with parents is shared through daily discussion and a parents' information board. Parents can access their own child's development file at any time. Information about planned topics generally keeps parents informed about opportunities to extend their children's learning at home. Partnerships with other professionals are well established and contribute to children's progress and well-being.

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

Children make good progress in their learning and development. This is because they are well supported by staff who have a good understanding of the Early Years Foundation Stage and child development. Thorough observations and assessments enable staff to make meaningful plans for the next steps in children's learning, which incorporate their interests. Effective systems for tracking children's progress provide clear information about children's learning and development.

Children establish strong relationships with everyone at the setting. The session is well balanced with children leading the majority of the play opportunities. Books and mark-making resources are freely available and children use them independently. This promotes their communication, language and literacy skills

effectively. Small groups of children sit together at tables to share activities, such as, card matching games or modelling with the play dough. Using dough cutters, shape makers, rollers and lots of imagination, they create bear families and make fish and carrots for tea. They demonstrate their understanding of shape, number and size as they compare the carrots they have made and count the total in sequence. Children become absorbed in the various role-play resources on offer, developing their imagination as they engage and playing harmoniously with their friends.

Staff provide children with an exciting selection of well-considered activities which enable them to develop essential skills for the future. They enjoy learning about growing and planting. For example, they plant lettuces, tomatoes, sweet corn, carrots and beetroot. They harvest their produce and eat it during snack time. On the day of inspection the snack option was home-made tomato soup, made by the staff from tomatoes grown in the garden. The setting has enrolled in a campaign for school gardening. This fosters children's enjoyment of gardening and their awareness of where food comes from. When developing their organic garden they explore in the soil and use magnifying glasses to identify the mini beasts and their preferred habitats. Children celebrate a range of religious and cultural events, such as Sukkot. To celebrate this recent festival, children made a den to symbolise a Sukkah, a hut of temporary dwelling. They created its roof from tree branches and sat inside it to enjoy tasting different fruits.

Staff offer children lots of explanations about cause and effect, which helps them to learn about keeping safe. For example, when sand is spilt on the floor, children understand what to do next and why. They are eager to clear up the spillage with a small dust pan and brush. They know why they need to change from shoes to slippers so they do not slip on the wood floor. Children demonstrate an understanding of good hygiene practices as they wash their hands before eating or after visiting the toilet. They understand their bodies as they help themselves to water from the dispenser, which is accessible to all. Children are confident and comfortable within the setting. They behave well, share and take turns. For instance, children play cooperatively on the games console and do not need a reminder to take turns. The children accept the uniqueness of others and are patient when some children need additional support or take longer to achieve a task.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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