

# Manor House Nursery

Manor Infant School, Inverness Road, Portsmouth, Hampshire, PO1 5QR

## Inspection date

06/12/2012

Previous inspection date

30/09/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children take part in play activities with enthusiasm because staff provide an appealing, stimulating and well-resourced environment.
- Staff interaction is good and supports children well in developing positive relationships with others.
- Staff work well with other agencies to secure any interventions for particular children quickly. This process ensures that children receive the support they need.
- The manager effectively improves the nursery through ongoing self-evaluation of educational programmes and continuous professional development of all staff.

### It is not yet outstanding because

- Staff do not make the best possible use of the outdoor spaces in order to fully support children's learning across all areas of development.
- While the manager carries out successful evaluations, development plans that the committee and senior management team produce are not always effective.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector observed children's play and learning activities, together with staff interactions in both the indoor and outdoor environment.
- The inspector held discussions with the manager about the management structures, self-evaluation and development plans.
- The inspector checked evidence of staff suitability including recruitment and vetting procedures, and staff qualifications.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ben Calder

## Full Report

### Information about the setting

Manor House Nursery opened in 2004. It is based at Manor Infant School, a children's centre in Portsmouth. The nursery is managed by a voluntary committee and accepts children from the local community. It is accommodated within a self-contained unit with good accessibility and has its own entrance and a secure outside play area. There are currently 60 children on roll. The nursery is in receipt of funding for the provision of free

early education for children aged three and four. It supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery is open Monday to Friday, term time only, from 8.45am to 11.45am and from 12.15pm to 3.15pm. Children attend for a variety of morning and afternoon pre-school sessions. The nursery employs eight staff, seven of whom are qualified. The nursery is registered on the Early Years Register.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide further opportunities for outdoor play by a) offering a highly stimulating environment with resources that promote challenge across all seven required areas of learning; b) supporting the different interests of children
- strengthen the self-evaluation systems by a) taking into account the views of children and parents; b) producing a comprehensive action plan that links identified priorities and plans for improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in their learning, taking into account their starting points and the length of time they have been attending. This progress is due to the effective support and guidance staff provide as the children choose activities. Staff are observant and responsive to opportunities to join in play, which stimulates children's interest. For example, staff use appropriate questions to extend children's ideas when playing with the sand, counting the number of sand castles they make and comparing them to see which is the biggest. Consequently, children persist at activities they enjoy.

The nursery offers children an inviting and interesting environment in which to play and learn imaginatively. The indoor provision provides a broad range of toys and activities, which supports children's learning across all seven areas. Children benefit from interesting experiences that they are eager to share and talk about. For example, children enjoy imaginative play in Santa's grotto, dressing up in Christmas outfits, wrapping presents and decorating the Christmas tree. Children have open access to a large outdoor area that provides opportunities for extending physical skills through running, jumping and riding. However, those children who prefer to learn outdoors cannot routinely access resources that cover all areas of learning.

Despite this drawback in the outdoor area, the educational programmes help all children to reach the expected levels in all areas of development. This is because staff provide a good balance of free play and adult-led activities. Consequently, children develop a strong exploratory and independent approach during their play. Staff make good use of regular staff meetings and informal discussions at the beginning and end of each session to evaluate the success of activities. There is a high emphasis on developing children's personal, social and emotional skills and this is apparent in the strong relationships children have with each other and members of staff.

Staff demonstrate a good knowledge and understanding of the learning and development requirements and consequently children are making good progress. Overall, systems to observe and track children's progress are effective. Children's 'learning journals' include useful observations about children's progress, photographs, and planning for their next steps in learning and development.

Good systems are in place to obtain children's starting points from parents when they first join the nursery. Parents can attend appointments with their key person to discuss their children's learning and development progress. There are strong links with a range of outside professionals who work closely with the pre-school to put into place plans for children needing help with language or special educational needs and/or disabilities.

Overall, children are working within the typical range of development expected for their age across all seven areas of learning. Children are interested in a wide range of toys and activities and are keen learners. Staff thoroughly support their acquisition of skills and, therefore, children are well prepared for their future development when they move on to school.

### **The contribution of the early years provision to the well-being of children**

Children's behaviour is good because staff give clear explanations when help is required to achieve this. High concentration skills at activities they enjoy also help children to behave well. They cooperate with routine events, such as 'group time'. They listen attentively to staff and enjoy joining in with Christmas songs as staff make them interesting by using a range of musical instruments and fun actions.

Snack time is an important part of the day where children enjoy positive interaction with each other and staff. They select when to enjoy their snack. Children help themselves to a range of healthy and nutritious foods that give them choice and help them to think about a healthy diet. Staff encourage them to pour their own milk, spoon out their own fruit and butter their own cracker, to promote independence.

All children form appropriate bonds and secure emotional attachments. The nursery provides 'settling in' sessions before children start. Children visit the nursery and staff collect useful information from parents about children's likes and dislikes and any additional support required. Consequently, staff meet children's individual welfare needs

well. There is a good 'key person' system in place and staff work closely with parents and other agencies to ensure all children are successfully included in everything on offer.

The nursery places a high priority on supporting the personal, social and emotional development of the children who attend. Staff have completed relevant training that enables them to effectively assist those in need of additional support through periods of transition.

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

The committee and manager demonstrate a generally good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The nursery delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. Overall, all children are making good progress in relation to their starting points and capabilities. Monitoring procedures for capturing children's learning and development are effective and inform planning for children's next steps. The 'key person' system is working well, so each child has a special person who cares for them. This means that children are confident and ready for school or the next stage in their learning.

The leadership and management of the nursery instigate rigorous and effective safeguarding procedures for child protection and recruiting suitable staff. The named child protection officer has a good knowledge of child protection procedures and fully understands the responsibility to protect the welfare of children. All staff have a good understanding of the safeguarding and welfare requirements. They know the possible signs of a child at risk of harm and understand fully what to do if they have any concerns. They regularly review policies and procedures to help ensure that they are up to date. They maintain children's safety using effective risk assessments.

An effective yearly appraisal system is in place to address staff training and professional development needs. Staff are very keen on participating in training to further build on their knowledge and understanding of early years practice. The nursery provides a thorough induction programme to all new staff so that they know what their duties and responsibilities are in terms of the staff team. The manager and staff make good use of self-evaluation to continuously develop all areas of learning through ongoing observation, constant discussion and regular team meetings. They are fully meeting all recommendations made at the last inspection. However, development plans that the committee and senior management team produce are not always effective in implementing change or taking full account of the views of parents and children.

There are effective systems in place overall to work in partnership with parents and carers. Staff value parents' contributions regarding their children's progress. Staff fully involve parents in the completion of the two-year progress check when their child starts attending the nursery. Parents receive feedback at the end of each session and meet with their children's key person on a termly basis to discuss progress. Parents report that their

children are settled and happy and that the staff 'are friendly and really helpful'.

The nursery works closely with other agencies involved with children and their families. For example, speech and language therapists work regularly with some children and their families share information with the nursery about their individual needs. There are good partnerships in place with local schools that effectively support children's move to full time education.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY291899
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	892605
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	0
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Manor House Nursery
<b>Date of previous inspection</b>	30/09/2008
<b>Telephone number</b>	02392 796 414

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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