

Good Manors Day Nursery

Manor Lodge, 3 Church Path, Fareham, Hampshire, PO16 7DT

Inspection date	21/12/2012
Previous inspection date	16/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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

- Staff offer excellent critical thinking and learning opportunities to enhance children's learning and development.
- Staff are very good role models. They are kind, thoughtful and attentive, encouraging children's developing confidence and self-esteem.
- Children benefit from working with the community and outings, which provide wonderful opportunities for their learning.
- The nursery is welcoming and exciting. Children's learning benefits from superb resources, indoors and outside, which are easily accessible, bright, colourful and inviting.

It is not yet outstanding because

- there are inconsistencies in monitoring staff's practice when following nursery nappy changing procedures to fully promote children's health and safety.

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 observed activities in all play rooms, dining area and the outside learning environment, as well as in the local community.
- The inspector spoke with the manager, practitioners and children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to children's progress, evidence of suitability of practitioners working within the nursery, and a range of other documentation.

Inspector

Carly Reigler

Full Report

Information about the setting

Good Manors Day Nursery is one of two nurseries run by Good Manors Day Nurseries Ltd and opened in 1998. It operates from a converted building in the centre of Fareham. Children benefit from the use of a dedicated sensory room and enjoy access to an enclosed outdoor area. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year and offers full- and part-time day care. Families from nearby and from a wider geographical area use the facility. The nursery is registered on the Early Years

Register. A maximum of 58 children may attend at any one time. There are currently 98 children aged from three months to five years on roll. The nursery is in receipt of funding for the provision of free early years education for children age three and four years. The nursery employs 21 members of staff to work with the children. Of these, one has a foundation degree and another is working towards a degree. 17 members of staff hold appropriate early years qualifications at level 2 and 3. Two other staff continue to train towards level 2 and 3 qualifications. The nursery has achieved the Pre-School Learning Alliance 'Aiming for Quality' accreditation.

What the setting needs to do to improve further

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

- strengthen systems for monitoring staff practice to promote consistency in routine procedures to fully enhance outcomes for children.

Inspection judgements

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

The children flourish and thoroughly enjoy coming to the nursery because staff take great care to provide a vibrant environment that is highly beneficial to learning. The children positively gain from their familiarity with the nursery routines and excellent relationships with one another and the staff. Staff plan and provide a wide range of experiences that effectively support children's learning and development. The quality of teaching and learning is excellent. Staff have an extremely good understanding of how children develop and learn. They know the children very well and are eager to support children in developing at their own pace. Consequently, all children make excellent progress in relation to their starting points

Adults show great respect for the children, they speak to them with kindness and in a way that captures their interest. Staff ask open-ended questions that encourage them think for themselves. Children have many opportunities to initiate their own play, and plan activities to reflect and build on their current interests, such as superhero play. Adults are extremely well deployed across all areas and rooms. They are skilled at recognising when to stand back and when to offer support to the children. Staff demonstrate a good understanding of the needs of children who are learning English as an additional language. For example, they successfully use sign language so that all children have opportunities to extend their vocabulary and participate in all activities.

Children develop a sound awareness of the life and customs of others through playing with toys and looking at books reflecting positive images of diversity. They take part in rewarding activities, for example, celebrating Shrove Tuesday, Christmas and Chinese New Year. Children enjoy accessing an extremely attractive large outdoor area. A nature area of ferns and woodland plants around a large magnolia tree encourages children to embrace the natural world. A large wooden climbing frame and wooden fort supports imaginative play.

Books are readily available and beautifully displayed for children in the garden and in each playroom. This approach encourages opportunities for independent reading, as well as in larger groups. Staff sing nursery rhymes to babies and young children. Children get great pleasure from looking up at the twinkling ceiling and watching bubbles moving through lit tubes in the sensory room as they listen to gentle music. The children hold fragile items during a show and tell session carefully and admire them, demonstrating great respect and awe at these resources.

Communication and language is promoted well, linked with physical and creative activities and knowledge and understanding of the world. For example, children talk together with staff about the seasons and the natural world. They collect fabric and materials for the nesting boxes and make fat balls for the birds. The children are evidently highly knowledgeable about birds and demonstrate they have learned a great deal from a member of staff in the natural garden. She enthusiastically imparts her knowledge to the children, which is infectious. The children eagerly use cards to look for pictures of the birds they see in the garden, and know the names and colours of common birds. They peer closely in the bush to see a Blue Tit hopping about before it flies up to the nursery roof.

Staff are very quick to seize opportunities for number play in everyday activities, such as when laying the table at mealtimes and counting steps as they climb the stairs. Well resourced home corners, small world play, dolls houses, dressing up and an outdoor play fort offer excellent opportunities for imaginative play, indoors and out. Water and sand play provide excellent opportunities to explore capacity and volume as children pour and scoop. Jigsaws and puzzles support critical thinking, as children explore shape and matching. Sustainability and recycling is encouraged with junk modelling and recycling of paper and card. Children also learn about taking bottles and cans to local recycling point.

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

The key worker system is highly effective in supporting children to settle quickly. Adults get to know the children very well. They use this knowledge to provide a varied range of activities that capture children's interest and help them to make progress as they play and explore. Adults are excellent role models. They consistently demonstrate courtesy towards each other and the children, engaging appropriately with children as they play. Constant praise and encouragement develops children's self-esteem.

Children thoroughly enjoy their time at nursery, arriving happy and keen to join in the

activities. They benefit from their familiarity with the nursery routines and excellent relationships with one another and the staff. Children throughout the nursery grow a strong sense of belonging as they see photographs of themselves and their families displayed on a tree in the reception area of the nursery. The children are very independent and their social skills are superb. Children develop close relationships, evident in the way they hold hands and play together. Their behaviour is exemplary. Staff members, including a dedicated behaviour management coordinator, use creative techniques to encourage positive behaviour, with which the children are eager to engage.

Dietary needs are extremely well met, for example for children who are vegetarians. All of the tasty meals and snacks are freshly prepared in the kitchen by the cook, who is enthusiastically eager to make any necessary changes in order to meet children's needs or preferences. Fresh drinking water is available at all times ensuring that children do not become thirsty. Overall, staff follow nursery procedures consistently, although nappy changing procedures are not always adhered to which resulted in a child having a fall. However, the nursery have reacted swiftly to this incident and changed both the equipment and processes to prevent repetition.

Staff involve children routinely in cleaning, food preparation and safety checks to build their independence. They are vigilant in enabling children to learn how to keep themselves safe, outside as well as within the setting. Children have opportunities to learn about acceptable risk as they run around in the garden. They learn to keep themselves safe as they use cutlery at mealtimes, or learn to keep shoelaces tied before they run around in the garden.

The organisation of staff and the environment to support children in their play is excellent. The nursery is child-orientated and exceptionally welcoming to children and their families. Staff implement an excellent transition system as children transfer to the next age group, which helps them adjust to the significant differences in the environment.

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

The exceptionally strong and motivational management team ensure the setting offers good quality levels of care and learning for children. Management understand their responsibility in meeting the Early Years Foundation Stage learning and development requirements overall. However, there is a failure to notify Ofsted about a significant event, in relation to an accident when a child was taken to hospital as a result of a fall. A robust programme of professional development is firmly in place, which is well targeted to focus on the weaker areas of practice, such as staff's identification of next steps in children's development. Management work extremely closely with their early years consultant and other professionals to meet the needs of individual children.

Well-organised policies, procedures and documentation help to ensure all legal requirements are well met. Detailed risk assessments demonstrate that staff identify and reduce hazards within the nursery. Highly effective systems demonstrate that staff are

suitable to work with children, and these ensure all staff are checked with regard to qualifications and experience. All staff have an extremely secure knowledge of safeguarding procedures, which means they know what action to take if they are concerned about a child.

Parents report that they are extremely happy with the nursery, positively commenting on the excellent range of activities that stimulate their children's interests and the friendliness and enthusiasm of the staff. They receive very good information about their children's progress and staff actively encourage them to support learning at home

The setting values parents' views, obtaining these through questionnaires and continual dialogue. This information feeds into the setting's self-evaluation process, along with the views from the staff, to effectively identify areas for continuous improvement.

The nursery has developed excellent partnerships with other professionals; for example, first-rate relationships with local schools enhance continuity for children very successfully. The nursery successfully supports children with English as an additional language and there are well-established partnerships with other agencies involved in children's care.

Frequent staff meetings, appraisals and excellent access to regular training results in a highly skilled and dynamic staff team. Overall, they demonstrate first class knowledge of their roles and key responsibilities within the nursery. The nursery demonstrates excellent capacity to drive improvement.

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

Unique reference number	507931
Local authority	Hampshire
Inspection number	893832
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	98
Name of provider	Good Manors Day Nurseries Ltd
Date of previous inspection	16/04/2009
Telephone number	01329 230123

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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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