

Good Manors Day Nurseries Ltd

118 Miller Drive, Fareham, Hampshire, PO16 7LN

Inspection date	08/03/2013
Previous inspection date	08/10/2008

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

- Staff have a strong partnership with parents who know the nursery's themes and plans so that they support children's learning at home and contribute items for daily activities.
- The staff have a well-established key person system that helps children form secure attachments and promotes their well-being effectively.
- The staff team creates a safe and happy environment where children have fun because they feel confident and secure, so enjoy learning through play.
- Children develop curiosity because they are keen and interested in activities staff provide. This curiosity supports effective learning, particularly their understanding of information and communication technology (ICT), and prepares them well for school.

It is not yet outstanding because

- staff do not always make the best use of opportunities to broaden the older children's understanding of mathematics through using appropriate mathematical language often during daily routines and activities.
- children's personal independence is not always promoted as well as possible at mealtimes because staff miss opportunities to encourage children to take on some tasks for themselves.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked with available staff, some parents and held discussions with the manager, deputy and the provider.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Good Manors Day Nurseries Ltd is one of two nurseries run by Good Manors Day Nurseries Ltd. It opened in 2004 and registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a row of converted shop/businesses on the outskirts of Fareham, Hampshire. Children have access to several base rooms and a fully enclosed outdoor area. There are currently 109 children, all of whom are in the early years age group, on roll. The nursery is open five days a week from 7.30am to 6pm, 51 weeks of the year. The nursery offers a before and after school club. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who learn English as an additional language. There are 19 staff members who work with the children, of whom 12 hold a relevant National Vocational Qualification at level 3 and four hold a similar qualification at level 4.

What the setting needs to do to improve further

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

- enhance the programme for mathematics by increasing chances for older children to use everyday language to talk about size and weight, to count and recognise numerals and understand shapes; using learning and development guidance to widen and expand this area of learning, as well as possible
- enhance ways in which children develop independence skills, specifically during meal times; for example, by allowing children to serve their own food.

Inspection judgements

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

Children have great fun and participate in a wide range of activities that cover all areas of learning, helping them make progress and reach the expected levels of development. The well-resourced indoor environment is organised effectively, creating an accessible environment where children use a developmentally appropriate range of toys and resources covering the seven areas of learning. Children are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of using their fingers during messy play. Staff have a good knowledge and understanding of how to promote learning across most areas. However, staff do not make the best use of chances for older children to use

mathematical language to learn about shape, space, and measurement.

Toddlers energetically develop their physical skills outdoors playing with balls, climbing and crawling through the tunnel. Children explore ICT with high levels of confidence, operating the interactive white board. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they wish to use and guide the computer mouse to negotiate the pages and work through programmes. Staff skilfully give babies and young children the space and time to explore what they are interested in. Children eagerly join staff in spontaneous singing of songs and rhymes. Writing materials allow all children to practise their early writing skills. As children grow and develop, they start to write recognisable letters during their play experiences, with some of them also able to confidently identify and select some of the letters to spell out their name. Children's language is developed as staff talk with them; they comment about what is going on and ask lots of questions that prompt thinking. Staff ensure that children have time to answer and reflect on what is said. Staff who are particularly good at story telling engage all children well, consequently they are keen to sit and listen both at the planned story time and spontaneously throughout the session. Such experiences help children gain useful skills in preparation for school.

There are strong levels of evidence to show that all children are making good progress, stemming from the staff team's good understanding of the learning and development requirements. They observe the children's individual progress and record their development in their folders. They use these to plan and provide a varied range of activities and experiences, taking into consideration the children's individual interests and ideas. Staff encourage parental involvement in children's learning and development well. They ask parents to record information at the time of entry and any key observations made at home. Parents receive verbal feedback at the end of the session and can view their children's 'learning journey' at any time. Staff offer more formal meetings throughout the year, and operate an open-door policy. Consequently, parents are well informed about their children's progress and support their children's learning at home effectively. Staff fully understand the importance of sharing information regularly. They have strong key person systems in place to meet children and family needs. Staff proactively support these links and use information to extend children's progress.

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

Staff establish trusting and meaningful relationships with children during 'settling-in visits' before parents leave them for their first full day. When the time comes arrangements for ensuring younger children's smooth transition to the pre-school room is also individually tailored to minimise separation anxiety. Babies enjoy snuggle times with their key person. Interactions between them show clearly that they feel safe and secure. As a result, all babies and children form close bonds and secure emotional attachments to their carers.

Children are cared for in a safe, spacious, well-maintained and attractively presented environment. Resources are set out to allow children to make their own choices as they develop their independence. Staff have a calm and consistent manner with the children, so

are good role models. Realistic rules and the consistent management of unwanted behaviour means that children begin to understand what is expected of them quickly. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Very young children hear gentle reminders to say 'please' and 'thank you'. Older ones are particularly well mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves.

Children have regular opportunities to extend their physical skills. For example, they excitedly run and jump, controlling their movements as they use the outdoor resources. Staff are well-deployed at all times and are vigilant about safety. Risk assessments are completed and safety monitored throughout the session. Children are encouraged to participate in risk assessing areas within the pre-school. For example, they talk about getting spillages of sand swept up to avoid slipping. This knowledge raises their awareness of how to keep themselves safe.

Children confidently seek staff out for reassurance when needed. They have a positive approach to new experiences, as well as organised routines that help them to feel secure and confident. Staff provide lots of praise and encouragement as children play. They receive lots of praise when they do something well which helps to develop their self-esteem. Children's work is attractively displayed and they talk about their family tree pictures, which also develops a sense of pride and their knowledge that families differ. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals.

Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they talk about how they can protect themselves from germs by washing their hands before snack. As a result, they develop an increasing awareness of the routines that help to promote their good health. They become knowledgeable about healthy eating and have good opportunities to choose healthy snacks and drinks independently. However, staff do not do all possible to encourage children's personal independence; for example, they serve their lunch for them, so they miss the chance to take on this additional responsibility. Children learn about safety through regular fire evacuation practice. Complying with these expectations and learning self-care skills means children enjoy their pre-school experiences and have some good skills to underpin their eventual move to school.

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

The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The nursery manager and staff fully understand the importance of safeguarding children at all times. They regularly update training in child protection and work closely with other agencies to support any family needs. There are thorough policies and procedures in place, including risk assessments both indoors and in the garden, which are used well to maintain children's safety. The nursery leadership has effective systems in place to identify

and show that all staff are suitable to work with children. This includes employment, induction and appraisal procedures, as well as checks undertaken through the Disclosure and Barring Service.

The effective key person system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Parents have many opportunities to learn about the Early Years Foundation Stage because staff establish close links with families. They are kept up to date about their child's learning through daily verbal feedback and photographic displays, newsletters and written activity planning. Specific parent consultation times also take place during the year, when parents are invited in to the nursery to formally share their child's progress. Parents speak highly of the care and learning their children receive. They comment on how practitioners are approachable and supportive. They report that their children are happy at the nursery, make progress and really look forward to going.

The nursery works in partnership with the nearby primary school reception staff and they are building on this following a county initiative to share expertise in early years practise. The nursery management establishes effective arrangements for information sharing and partnership working with other providers and schools. There are strong links with outside agencies, such as the local authority advisory teachers, who help staff improve their knowledge and skills. This training enhances their delivery of the learning and development requirements. Although no children currently attend with special educational needs and/or disabilities, staff have links with other relevant professionals and know how to seek advice and support.

The management team fully understand its role in implementing the learning and development requirements. This includes self-evaluation at many levels, including seeking the views of parents and staff. Staff receive good support from the management team to further their professional development through regular meetings, appraisals and additional training. The management and staff continually reflect and adapt their practice to benefit children. New staff are well supervised throughout their induction periods so that they successfully learn to adopt the robust standards of teaching expected. All staff are encouraged to attend relevant early years courses and 'best practice' meetings, which are then cascaded to staff when back in the nursery, for the children's benefit.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY289526
Local authority	Hampshire
Inspection number	905837
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	109
Name of provider	Good Manors Day Nurseries Ltd
Date of previous inspection	08/10/2008
Telephone number	01329 823222

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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, which are usually the childminder's 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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