

Manor House Nursery

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

Inspection date

15/04/2013

Previous inspection date

06/12/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Children really enjoy their time at the nursery. They are happy and confident.
- Children are welcomed into an environment where they are all valued and included.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.
- A good partnership between the nursery and parents ensures key information is shared between them.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.

It is not yet good because

- The systems for observation and assessment of children's progress do not effectively show the knowledge, skills and understanding children have made since starting at the setting.
- Effective planning systems are not in place to help ensure children are provided with challenging activities linked to the next steps in their learning.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Manor House Nursery registered in 2004 and is managed by a voluntary committee. It is based at Manor Infant School in the Portsmouth area of Hampshire. It is accommodated within a self-contained unit, with a secure outside play area. There are currently 60 children aged from two years nine months to four years on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is able to support 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 are able to attend for a variety of sessions. The nursery employs five staff; all of whom are qualified to level three. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the requirements for assessment by observing children to understand their level of achievement, interests and learning styles and use this information to assess their levels of progress in relation to their starting points
- plan challenging and enjoyable experiences for each child in all areas of learning and development linked to their next steps of learning.

Inspection judgements

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

Children arrive happily at the nursery and settle well. Children of all ages enjoy taking part in group time where they are able to participate and share their news, and they also enjoy listening to staff reading stories. They have fun taking part in the music and movement session where they enjoy moving their bodies to the songs, bending, stretching and swaying. Children have opportunities for child-initiated activities and staff support them if needed. The nursery has recently added a sensory area for the children to explore and enjoy. Children's independence is promoted well; they are developing skills, such as putting on their coats to play outside and pouring their drinks at snack time. Staff provide opportunities for children to be outside developing their physical skills and foster their understanding of the world through regular use of the outside play area. Children are confident, keen to join in activities and are developing warm relationships with each other and staff. Adults gain eye contact with the children when talking to them and encourage

them to listen, helping to promote children's good listening skills. This approach also helps prepare children for school.

Due to the recent changes in the leadership team of the nursery, systems for planning and assessment have not been monitored efficiently and developed to ensure the activities and learning experiences support children's interests and the next steps in their learning. Tracking of children's progress is not linked to the different areas of learning to effectively identify the next steps for each child. Staff are not always clear about children's levels of progress in relation to their starting points and are therefore not planning challenging and enjoyable experiences for each child.

Children become aware that written words have meaning as adults sit and read books with them. Children's vocabulary is promoted well staff make good use of opportunities to help children develop their language. The children enjoy the daily phonics time they have at the start of each session. Staff reinforce words with the children, encouraging them to phonically sound the letters and providing alternative words to extend the children's vocabulary.

The nursery implements the two year old progress check and all documentation is in place and shared with parents. Children benefit from the good partnership between the staff and parents. Parents are kept informed about the life of the nursery via the noticeboards and through daily chats to staff. Staff share the children's progress records with parents regularly. Parents state they have seen their children make good progress since starting at the setting.

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

The nursery has a good key person system in place to help children settle and form secure emotional attachments. Children benefit from the settling in sessions the nursery offers to enable them to feel more confident when they join the setting. Children are supported well by staff as they become confident in their daily routines. Children demonstrate they feel safe as they move around the setting confidently and decide what to play with.

Children are learning about good hygiene practices and healthy lifestyles. Staff encourage the children to follow good hygiene routines. They discuss why it is important to wash hands before eating and after using the toilet. The nursery provides a variety of healthy and nutritious snacks and drinks. Children enjoy their snack time, when they sit in their key groups and chat to each other and staff. Children have use of an outside play area, and when using the outdoors, they have good play opportunities. For example, they can dig in the sand, ride the bikes, climb, run and jump.

Children generally behave well. They are learning to share and take turns and play well together. Good systems are in place for behaviour management. The setting has a thorough policy in place and staff are consistent. They give children lots of praise and encouragement during the session. Children learn the nursery rules and respond to staff when they are reminded that running indoors is not safe. Good relationships have been

developed with the local schools and staff work closely with the teachers to help ensure children's successful move into school.

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

Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. The setting has informed Ofsted of the recent changes to the leadership team and an action plan is being drawn up to evaluate the nursery and prioritise areas for improvement. The new manager is the named person for safeguarding and she has attended safeguarding training. She is suitably qualified and experienced and has a good understanding of her roles and responsibilities.

Staff understand and implement appropriate policies and procedures for the safe and efficient management of the setting. This helps to ensure children are fully safeguarded. All staff are involved in teaching children how to adopt safe practices and liaising with parents to ensure there is consistent care. Staff ensure access to the premises is secure and that all staff, children and visitors sign in when inside the pre-school. Children are provided with an inclusive environment and learn about valuing each others' differences. This demonstrates the setting promotes equality and diversity.

A good partnership between the setting and the parents ensures key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care and their children's preparation for the future. They are fully supportive of the new manager and her staff team and comment on how 'friendly and supportive' staff are. Staff are committed to ensure every child and their family are valued and welcomed within the setting. Arrangements are in place to liaise with other providers the children may attend to ensure information is shared about their learning.

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	EY291899
Local authority	Portsmouth
Inspection number	912272
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	60
Name of provider	Manor House Nursery Committee
Date of previous inspection	06/12/2012
Telephone number	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, 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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