

The Manse Nursery

The Manse, 1 Cambridge Grove, Eccles, MANCHESTER, M30 9AP

Inspection date

22/04/2013

Previous inspection date

01/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 3

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

- Enthusiastic staff demonstrate a suitable knowledge of the Early Years Foundation Stage and use this to ensure that children make steady progress in their learning.
- Children are very happy, motivated and keen to learn. This helps them to gain sufficient levels of confidence and develop firm relationships with staff and each other.
- The indoor and outdoor learning environment provides children with an interesting and stimulating range of activities, building on children's natural curiosity and interests.

It is not yet good because

- The monitoring of staff is not sufficiently embedded to give staff confidence in what they are doing well. This results in the more able children not always being stretched enough to ensure they make good progress.
- There is scope to extend the dialogue or sharing of regular two-way observations on learning with parents to support the continuity of their children's learning between and home and the nursery.
- Self-evaluation and action plans are not robust enough to drive continuous improvement in children's learning and development.
- There is room to improve children's awareness of how to act in an emergency situation.
- Observation and assessment does not help staff to gain a clear understanding of children's levels of achievement that support their next steps of 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.

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 observed activities in all the rooms where children attend and the outdoor area.
- The inspector spoke to the manager, staff and parents at appropriate times throughout the inspection.
- The inspector checked evidence of staff's suitability, staff training records, policies and procedures.

Inspector

Julie Firth

Full Report

Information about the setting

The Manse Nursery opened in 1988 and was re-opened as a limited company in 2007. It operates from a four-storey detached house in a residential side of Eccles an area of Salford. The children have access to playrooms on the ground and first floor levels of the house and a playroom in the basement. All children share access to an outdoor play area. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and some days over the Christmas period. The provision also provides out of school provision. The before and after school club is open Monday to Friday, from 7.30am until 9am and 3.15pm until 6pm, during term time. The holiday club is open Monday to Friday, from 7.30am until 6pm, during the school holidays. There are currently 74 children aged from three months to four years on roll. The setting supports children with English as an additional language. It receives funding for the provision of free early education for three-year-old children. It supports children with special educational needs and/or disabilities.

The nursery employs 13 members of childcare staff, a manager and a deputy. There are four staff who hold early years qualifications at level 4, seven hold a level 3, two hold a qualification at level 2 and one is undertaking a level 3. There is a cook and secretary on site. The nursery is supported by the local authority.

What the setting needs to do to improve further

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

- use information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- ensure robust arrangements are in place for the supervision of staff that provide support, coaching and training for staff and promotes the interests of children.

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

- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- enhance children's understanding of staying safe and possible dangers and how to protect themselves in an emergency situation, for example, by practising the fire drill on a regular basis
- improve the focus of self-evaluation to inform the setting's priorities and set challenging targets to secure continuous improvement.

Inspection judgements

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

Staff know the individual children well in this friendly nursery. Children are enthusiastic and curious learners who are supported by staff who have a suitable understanding of how children learn overall. Staff plan exciting activities so that children are engaged and captivated in meaningful play. Activities and opportunities are planned around children's interests. Interaction between staff and every child is effective. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. However, the progress check at age two is not yet in place. Staff are starting to observe children during activities. However, observation is not frequent enough and does not indicate a clear aim of what staff want the children to achieve. So information from observation is not always used effectively to plan for children's next steps in learning. There is still scope for staff to challenge the more able children to enhance the progress they make. Staff work effectively together and combine their skills and knowledge to plan an environment that focuses on children's learning in the prime areas, in turn, this helps to ensure that children are ready for their future learning in

school.

Children's language and communication is fostered efficiently. Most staff extend children's vocabulary, make children think as they ask open-ended questions and they listen carefully to the children's responses. They follow the 'Every Child a Talker' programme which supports children's language development generally well. A new communication tent in the toddler room introduces children to books from an early age and encourages children to speak to their peers. Children bring in photographs of their family members which starts off conversations amongst each other. Children enjoy making marks with a freely available range of resources, including crayons, pencils and paper. They learn to recognise letters as they register themselves into the setting and attempt to write their own name. Furthermore, they understand that words carry meaning as staff show that books are pleasurable to look at and read. Children in the pre-school room learn to match and sequence as they play games and have a sound knowledge of shape and pattern.

Children express their creativity as they access free painting. They handle tools carefully and show respect for resources and equipment as they carefully put things away when they have finished. They extend topics, such as an interest of animals, by taking the children to the local pet shop. They promote children's imagination and exploratory skills generally well. Children play with the dolls and play-food in the home corner with their friends. They wash dolls in the water and dig in the sand. Staff encourage very young children to think, investigate and negotiate how to do something. Staff provide a large amount of programmable toys within the baby room and children in the pre-school room learn to use the mouse on the computer. Consequently, children are learning about information technology.

Staff promote children's physical development well and they provide a variety of different activities to help develop their manipulative skills. For example, children roll out different coloured play dough. The outdoor environment includes interesting learning opportunities for children. There are lots of opportunities for children to throw a ball or bean bag to each other and there is a variety of large fixed equipment to help them balance and climb. The nursery offers an inclusive setting where children begin to value diversity. Parents are welcomed into the nursery, and have an opportunity to view their child's learning journal and join in the two planned parents' evenings during the year. However, there is further scope to involve them more in their child's learning as they have few opportunities to add comments about their child's ongoing progress.

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

The effective key person system and the motivated, enthusiastic staff ensure that all children form secure emotional attachments. Consequently, young children show a strong sense of belonging and demonstrate that they feel safe. They gain self-esteem quickly, learning to make friends with their peers from an early age. They are enthusiastic to follow routines and tidy away after each play session. However, children are not encouraged to help out at lunch time and staff miss opportunities to promote their independence skills before going into pre-school. Furthermore, the more able children in the pre-school room could be stretched more to take on responsibilities when the food

arrives. All staff has a secure knowledge of children's individual likes, needs and routines. Staff offer reassurance if they need to while also allowing children opportunities to explore their environment individually, under close supervision. In this way, their early investigative skills are promoted as babies and young toddlers explore a wide range of resources, including treasure baskets filled with different items and mark making resources in all areas.

Children develop good self-care skills, for example, the older children learn to go to the bathroom independently and put on their shoes. Snacks are nutritious and menus are well-thought out, children receive second helpings if they ask for them and staff remind children of the food to eat to make them healthy. Water and milk are out at all times during the session. Staff manage children's behaviour appropriately. They are learning to respect and staff are encouraging them to share and take turns. Accidents are carefully monitored across the nursery and policies have been reviewed to ensure staff are familiar with the procedures to ensure sensitivity at all times. Staff encourage children to adhere to safety at all times. Children are reminded not to run indoors and use scissors correctly. They do participate in emergency evacuation procedures; however, these are not regular enough to secure children's understanding of staying safe and possible dangers and how to protect themselves in an emergency situation. Which mean that children who are both new or join new rooms in this large nursery do not have enough opportunities to learn to protect themselves in a fire. Staff do take children outside to the park to ensure they have access to some fresh air. Furthermore, children have access in all weathers to a large well-resourced outdoor play area where they have regular daily exercise. They display full concentration outside as they find a snail and feed it on the leaves they pick themselves. This further contributes to promote children's health and well-being. Staff meet regularly to discuss any issues regarding the transfer of children from one setting to another in order to promote consistency for children.

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

The staff have a sufficient understanding of the Early Years Framework. They have received training in the Early Years Foundation Stage and are, therefore, able to offer children interesting, varied activities that promote children's progress and development. There is a committed staff team who care deeply for the children who attend. They attend training regularly to keep themselves up-to-date. However, although there are strong staff members amongst the team, there are some staff who lack confidence to stretch children to their best ability around the seven areas of learning.

The recruitment and vetting procedures ensure that the suitability of all adults working with children is checked. The manager is aware of the staff's strengths and areas in which their practice would benefit from being developed. However, the manager is not keeping appraisals up-to-date. Staff have regular meetings and the manager meets with the room leaders to oversee the children's assessments and record their overall progress across the nursery. Some staff are new in the rooms and the manager is trying hard to build up a strong staff team. Staff are deployed generally well to support children at all times. However, staff have inconsistent opportunities to engage in peer observations with the

management team which leaves them lacking confidence in what they do well. This impacts also on their ability to stretch the more able children in the nursery to further extend the progress they make. There is room, therefore, to develop and enhance further the skills of staff in working with more able children.

Staff have a sound understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They know how to keep children safe and have an effective understanding of the importance of recording bumps and bruises that occur outside their care. The manager keeps a range of policies and procedures and staff implement these effectively to promote children's health and welfare. Risk assessments are thorough, ensuring that children are protected effectively within a safe, welcoming and stimulating environment. The manager has an improvement plan in place and is starting to ask staff for their views and opinions. She is devising a new book club to encourage parents to read at home with their children. She is in the process of assisting staff with the progress check at age two. However, self-evaluation is in its infancy and planned actions to overcome weaknesses are not concerted or effective.

Staff are establishing good relationships with parents and those spoken to speak highly of the support and experiences their child receives. They are signposted to various other activities and receive regular newsletters about the nursery. They have opportunities to take their children's learning journals home, and every three months they receive a summary report which outlines their child's progress. However, there is scope to extend the ongoing dialogue and sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward. Links with the schools are well-established and staff hand over transition reports which help to ensure children's learning continues to improve and develop.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY362859
Local authority	Salford
Inspection number	908613
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	74
Name of provider	The Manse Day Nursery Ltd
Date of previous inspection	01/06/2009
Telephone number	0161 789 3470

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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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