

# Nursery at Manor House School

Manor House School, Manor House Lane, Bookham, LEATHERHEAD, Surrey, KT23 4EN

## Inspection date

Previous inspection date

05/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 establish supportive, reassuring relationships with children, enabling them to settle and develop in confidence.
- Clear key person systems enable staff to know the children and support their learning and development needs effectively.
- The leadership and management team is strong and provides well-targeted plans for the future development of the nursery. Staff's professional development is enhanced by effective support systems.
- Children's creativity is fully enhanced throughout the nursery as the staff provide good opportunities for them to explore a wide variety of different media.
- Partnership with parents is a strength of the nursery. This supports consistency in children's care, learning and development.

### It is not yet outstanding because

- Structured daily routines mean that children sit waiting for long periods and cannot always complete their chosen activity.
- Staff have not fully developed the outdoor play area to enable children to develop their early mark-making skills.

## 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 sampled records and documentation relating to children's progress and development and the range of policies and procedures.
- The inspector discussed management issues with both the head teacher the manager.
- The inspector observed children's play and staff interaction both indoors and outside.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Teresa Elkington

## Full Report

### Information about the setting

Nursery at Manor House School registered in 2010. It is an integral part of the independent school for girls aged from two to 16 years. The school is registered with the Girls Schools Association. It is located in Little Bookham, Surrey, and is run by a private limited company. The nursery operates from a purpose-built unit within the school grounds. Children have access to two rooms, and have their own toilet and changing facilities. There is a secure outdoor play area. Children sometimes use other areas of the school such as, but not exclusively, the halls, library and outdoor areas. The nursery is open each weekday from 8.45am to 3.30pm during term time. Children may stay for lunch. Children can attend for a variety of sessions. The nursery is registered on the Early Years Register for children aged two to under three years of age. There are currently 11 children in this age range on roll. The nursery is staffed according to the number of children attending. The nursery manager and staff have appropriate early years qualifications.

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

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

- develop daily routines so that children do not sit waiting passively and that they have uninterrupted time to play, learn and explore
  
- extend the opportunities for younger children to develop their early mark making skills in the outdoor area.

### Inspection judgements

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

Staff have a good knowledge of how children learn and they fully understand the learning and development requirements of the Early Years Foundation Stage. Staff have a thorough understanding of children's current levels of development and how to provide effective support to enable them to progress to the next stage. This is complemented through their observation, assessment and planning systems, which staff continually review as part of the nursery's ongoing commitment to improvement. The key person, who establishes relationships with children and parents, undertakes initial observations of their key children as they settle into nursery. They support this further using 'All about me' forms, which parents complete prior to children's attendance. This enables staff to plan effectively during children's first days at the nursery, helping them to feel settled and

secure. Good systems are in place to support staff in the completion of the progress check for two-year-olds. Parents are actively involved in this process as they discuss with staff how children are progressing and how they can support any emerging concerns. As a result, children make good progress in relation to their starting points. This enables children to be prepared for their next stage in learning and as they progress through the different age groups within the nursery.

Children enjoy a range of sensory activities following the Montessori teaching principles, which encourages their investigative and exploratory skills. They show delight as they play with the sand exploring a variety of hidden objects. This provides opportunities for staff to converse with children as to what they have found, enabling them to develop and extend their vocabulary. Children enjoy listening to stories within the well-resourced book area. Staff re-create children's favourite stories with creative activities. These enable children to retell the story through pictures. Staff put up displays of these creative works of art, which enhances children's sense of achievement.

Children have some opportunities to develop their early mark-making and writing skills. However, staff do not fully support these skills in the outdoor area to enable children to experiment and use a variety of mark-making materials. Staff enhance children's mathematical skills through a variety of activities including sand play where they explore volume and capacity. Children explore a good range of technological equipment including torches and headphones, which supports children's increasing awareness of how things work for different purposes. Children enjoy activities where they can dress up and act out familiar scenarios within their lives. However, the daily routines of the nursery do not always enable children to fully play out their thoughts and ideas. Also on occasions, children spend long periods waiting for the next part of the routines, for example, as children have to wait their turn during hand washing routines.

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

Children are happy and confident in this welcoming and friendly nursery. They develop secure and trusting relationships with the staffing team and their key persons. These attachments enable children to develop a strong sense of belonging. Children cooperate and play happily with each other and they demonstrate great skills of kindness and caring towards new children. For instance, they invite them to join in playing with the dolls. Children behave well and they play and learn in a harmonious environment. Staff provide a consistent approach towards managing children's behaviour through clear explanations, which pre-empt possible situations arising. Children's independence is developing well as they freely access the resources, which are effectively stored. Staff clearly label resources and house them in low-level units to enable children to independently access them.

Children learn good hygiene habits through effective methods. Clear policies support children if they become unwell and suitably qualified staff manage accident situations if they arise. They enjoy healthy meals and snacks that the staff tailor to meet their individual dietary requirements. Staff discuss with the children the need to eat a healthy diet in readiness for their sports practice. Children have great opportunities to enhance

their physical skills in the outdoor areas. They receive support from the physical education teacher from the school, enabling them to explore a range of sports as they prepare for sports day. Outdoor play enables children to develop a good understanding of the potential dangers of taking risks and develops their skills in climbing, running and balancing. The staffing team fully support children with special education needs and/or disabilities and children who speak English as an additional language. The staff work in conjunction with parents and other agencies if required to provide appropriate levels of care and learning.

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

Staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. A fully comprehensive range of policies and procedures underpin the operation of the nursery. This enables children to play and learn in a safe and secure environment. A robust vetting and recruitment system is in place, which ensures that children are cared for by a suitable, well-qualified and experienced staffing team. Staff enhance their professionalism through identifying training needs and they receive support through appraisals and by attending staff meetings. This enables them to have a good understanding of the learning and development requirements. It also supports the staff to plan and deliver an effective educational programme.

Staff fully foster a partnership approach with parents. Staff provide them with daily feedback as well as on-going assessment information. Parents have many opportunities to provide feedback to the nursery and there is a parents' association. Parents comment on the nurturing environment that the staff create. This supports children's emerging and developing skills. The nursery has a strong focus on self-evaluation and they use this well to target future improvements. They also use the inspection process as a tool to guide their evaluation and support their continuous development. Therefore, children receive appropriate care and learning opportunities, enhancing their outcomes.

## 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

<b>Unique reference number</b>	EY404717
<b>Local authority</b>	Surrey
<b>Inspection number</b>	886774
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Little Brookham Manor House School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01372 458538

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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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