

Manor House Nursery School

47 The Green, Peterborough, CAMBRIDGESHIRE, PE4 6RT

Inspection date	10/05/2013
Previous inspection date	29/03/2011

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		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

- Staff provide plenty of age appropriate activities and resources to promote children's interest. As a consequence, children make satisfactory progress towards their early learning goals.
- Babies communication skills are supported well by staff during play and routine activities. As a result, babies are becoming confident talkers and are able to express their wants and needs well.
- Partnerships with other providers, outside agencies and professionals satisfactorily promote a coordinated approach to children's care and development.

It is not yet good because

- The nursery safeguarding policy does not follow guidelines in the Statutory Framework for the Early Years Foundation Stage with regard to mobile phones and cameras. As a result, children are not fully protected in the nursery.
- Outside spaces do not always offer opportunities to extend development across the seven areas and as a consequence, children's learning is not maximised.
- The monitoring of staff is not always effective. As a result, staff practice and interactions is sometimes inconsistent across the nursery and opportunities to further develop their skills is sometimes missed.

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 areas of the nursery and garden.
 - The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
 - The inspector took the views of parents and carers into account.
- The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

The Manor House Nursery School was registered in 1998 and is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a grade II listed house in the village of Werrington, Peterborough, Cambridgeshire. Children have access to two enclosed areas for outdoor play.

The nursery is open each weekday from 8am until 6pm. Currently there are 101 children on role in the early years. The provision receives funding for free early education for three- and four-year-olds and supports children who have special educational needs and/or disabilities and those who have English as an additional language.

The nursery employs 17 members of staff to work with the children, of whom 12 hold appropriate early years qualifications. The nursery receives support from 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:

- ensure the appropriate use of mobile phones and cameras in the setting is included in the procedure to safeguard children, and that this can be clearly explained to parents, carers and others.

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

- improve the outside areas to provide opportunities for children to develop across the seven areas of learning by: including role play areas that support different interests of children, such as a builders yard, for example; introducing examples of text and numbers to the outside environment
- ensure high quality learning experiences for all children by improving monitoring of staff practice and addressing their training and development needs effectively.

Inspection judgements

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

Staff provide an environment that is bright, welcoming and has a range of age appropriate activities and resources to help children learn and develop. Babies enjoy exploring their

environment and investigating opportunities to promote their sensory development. For example, a large tray of cornflakes placed on the floor fascinates babies. They discover the texture, taste and sound, as they crunch it between their fingers and happily sit amongst the cereal. Staff in the baby room use play and routine activities to foster babies' communication skills effectively. For example, when playing and building with bricks, staff use the words 'push', 'pull' and 'stuck' to enhance babies understanding. As a consequence, babies copy simple words and are becoming confident talkers.

A range of suitable books and some meaningful text in the inside environment means that children are beginning to develop an understanding of literacy and how text carries meaning. Children happily read books alone or ask staff to share their favourite books with them. This means that children are beginning to appreciate reading as an enjoyable pastime and building skills needed for their future learning. Pre-school children and toddlers are busy and active. They have opportunities to enhance their development across the seven areas of learning because staff have a satisfactory understanding of teaching and how children learn. Planning is the same across the nursery to help staff and this consistent procedure enables staff to have a clear vision about children's starting points, to ensure progress. Children with English as an additional language are especially targeted to support their language development whilst valuing their home language. Staff generally support and extend learning, however, the quality of these interactions is not consistent throughout the staff team. For example, staff do not always skilfully question or re-shape tasks to promote children's critical thinking and active learning. Opportunities to extend children's development further, across the seven areas of learning are, as yet limited in the outside play area. For example, there are few examples of activities to enhance children's imaginary play or literacy and mathematical development. The nursery appropriately supports children with special educational needs and/or disabilities, with the help of other professionals, to ensure realistic targets are set.

Children make telescopes from rolled card and a staff member asks whether she can look through it, which enhances their imaginary play. Questioning extends children's understanding and enjoyment of their impromptu activity and informs the children of the appropriate things that pirates say. Staff support children making gold coins and questions children about the shape, increasing mathematical and vocabulary skills. Further discussions about maps and 'x marks the spot' guides children to making treasure maps. This extends children's learning, as staff support and demonstrate how they could complete map and divide up the gold coins.

Parents and carers contribute to children's assessments and are well informed about their progress. They share information about children's learning at home and as a result staff are able to plan activities to enhance development further. Staff observe and assess children's learning regularly and as a result, all children are making sound progress towards their early learning goals.

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

The key person system satisfactorily supports building relationships with parents and carers. As a result, staff have a secure understanding of children's care needs. Children

demonstrate their confidence and security by independently selecting their own activities and moving freely around the environment. For example, when arriving at nursery in the afternoon, children happily leave parents and carers and run to join others in the garden. Children are developing an understanding of what is, and what is not acceptable behaviour at nursery. This is because staff offer timely and appropriate interventions to enhance children's understanding.

Children enjoy nutritious meals and snacks at nursery. This helps them to begin to make beneficial dietary choices and gain an understanding of good health. Children are encouraged to become as independent as possible in managing their own personal needs according to their ages and development. For example, they wash their hands after toileting and put on shoes and coats before going outside. Staff make frequent checks to the environment to help prevent accidents and support children's safety, as much as possible. The nursery is well resourced and the gardens offer plenty of opportunities for children to enhance their physical skills and develop an understanding of risk by using swings, running and playing with hoops and balls. All areas are clean and have no identifiable risks, for example, radiators are covered, therefore, protecting children's health and safety. Resources are stored safely and at child height so that they are easily accessible and posters reflect the wider society in which the children live. Rooms display examples of children's activities and this helps children to feel valued and promotes their sense of belonging.

Staff plan for children's transitions to other parts of the nursery and to school. This includes visits, activities and sharing of information to ensure that children are prepared for this important time in their early years.

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

Leadership and management is satisfactory. Self-evaluation is used to identify areas of strength and areas for development. Staff, parents and others contribute to this process and as a result plans and developments for the future are in place. Monitoring of planning and assessment is generally satisfactory and means that where needed, interventions to support children are in place.

Staff have a secure understanding of safeguarding procedures and know how to identify and report concerns that they may have about a child in their care. However, policies have not been reviewed in light of changes to the Statutory Framework for the Early Years Foundation Stage and in the case of the safeguarding policy, it no longer meets requirements. This means that children are not fully protected in the nursery regarding the use of mobile phones and cameras. Staff know how to carry out risk assessments satisfactorily and identify any hazards presented. Satisfactory procedures are in place for recording accidents, fire evacuation and the giving of medication. Recruitment procedures are in place and include background checks and a trial working period at the nursery. Annual appraisals and team meetings help to support staff in their work. However, regular monitoring of staff practice is less effective in identifying weaker performance amongst the team. Professional development training opportunities are accessed through the local

authority and some members of staff are undertaking qualification training to improve their knowledge.

Parents and carers offer positive feedback about the nursery and especially appreciate the coordinated approach that is taken when children require further interventions and support from other agencies. They feel their children have made good progress and are happy at the nursery. Partnerships with other providers, outside agencies and professionals are well established and as a result children are supported to make satisfactory progress in their early years.

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	256785
Local authority	Peterborough
Inspection number	905660
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	101
Name of provider	Cheryl Wilde and James Wilde Partnership
Date of previous inspection	29/03/2011
Telephone number	01733 572335

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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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