

Manorfield Nursery

Manorfield I & N School, Manor Way, BATLEY, West Yorkshire, WF17 7DQ

Inspection date

19/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Excellent observation, tracking and assessment systems are exceptionally well-used by the staff team to ensure all children are highly challenged and reach their full potential.
- The staff demonstrate an excellent understanding of child development and use this information very effectively to challenge and stimulate the children.
- Staff have an excellent understanding of how children learn through play and exploration. Children are very eager to take part in a broad range of stimulating activities, both inside and outside.
- Children's individual needs, including those with special educational needs and/or disabilities, are very quickly identified and are exceptionally well-met through highly effective partnerships with parents, other providers and outside agencies.
- Children are extremely well cared for in a highly secure and welcoming environment, where their safety is high priority.
- The management and staff team continually evaluate and reflect on the high quality provision offered to the children, this impacts very effectively on children's overall development and well-being.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and in the outside learning environment.
- The inspector had discussions with a parent, children and staff.
- The inspector did a joint observation with the deputy manager.
- The inspector sampled a range of documentation, including the self-evaluation form, children's records, safeguarding procedures, planning, policies and procedures.

Inspector

Helene Terry

Full Report

Information about the setting

Manorfield Nursery was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Manorfield Infant and Nursery School, Batley, West Yorkshire. The nursery is managed by the school's governing body. The nursery serves the local community and surrounding areas and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications at level 3. One member of staff holds a foundation degree in early years. There are additional staff employed in the nursery school who also work with the children during term time. Of these, two hold qualified teacher status, six are qualified in early years at level 3 and one at level 6. The nursery opens Monday to Friday 8am to 5.30pm for 48 weeks of the year. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen parents' already excellent involvement in the monitoring and evaluation processes to enable them to contribute even further to the nursery's policies and practices, for example, by involving nursery children's parents in the parents' forum.

Inspection judgements

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

Children flourish during their time at the nursery. Owing to the highly stimulating learning environment children are very eager to join in the excellent range of interesting and purposeful learning experiences, both inside and out. Staff have an excellent understanding of how children learn through play and exploration. They use comprehensive and precise observation and assessments of the children to plan activities that take into consideration the children's differing abilities and learning styles. This enables children to make rapid progress in their development. Each child's key person completes a detailed initial child profile that records important and relevant information before the child starts. This means that staff are clear about every child's starting points and can start planning for progress in their learning straight away. Staff use ongoing observations highly effectively to plan general and specific next steps for each child, which

they include in the planning of activities. Parents are fully involved in this process as they are encouraged to participate in their child's development records by adding their own comments about child's progress. Parents are also given lots of information on how to extend learning at home. For example, in the under three's room they are given recipes on how to make play dough or they borrow resources that help them do activities, such as matching colours. In the over three's room parents have opportunities to take part in workshops on phonics and numeracy. There is also a 'home learning board' displayed in the playroom with ideas on speaking and listening activities to do at home. This two-way relationship positively impacts on children's learning and development extremely well.

This inclusive nursery actively promotes equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included and safe. Children with special educational needs and/or disabilities and those children who speak English as an additional language are supported extremely well in their learning and development. There are bilingual workers employed who support children in their learning through use of their home language. Staff also ensure that they obtain keywords from home to ensure children settle well and are ready to learn. One-to-one workers are also employed to support children with special educational needs and/or disabilities. Staff use individual educational plans to specifically focus on learning objectives for children to ensure that they make the best progress that they can.

Staff are highly skilled at promoting children's communication and language skills. For example, in the under three's room staff play a game with the children to help them listen, pay attention and follow instructions. A member of staff places a row of items in front of the children and asks them in turn to find and give to her specific objects, such as a ball, and egg, a zebra. This activity is differentiated owing to the differing abilities of the children, for example, an older, more able child is asked to find three objects, where as a younger child is asked to find two. Children follow instructions very well and demonstrate this as they help staff tidy activities away into specified boxes. Children's physical development is promoted extremely well. They delight in playing outdoors on the climbing frames, balancing beams and obstacle courses, which challenge their large movements. Their fine muscle skills are also greatly enhanced. The under three-year-olds practise fastening their buttons and zips on their coats, while the over three to four-year-olds practise threading needles and sewing. Children enjoy a superb range of creative and sensory activities that stimulate and transform their understanding and thinking. For example, toddlers discover the feel of the cornflour and its changes in consistency and they experiment with the dry and wet sand to see which makes the best sandcastles. They enjoy painting outdoors using large bushes and their hands on the large sheet of paper and they also experiment using shells in paint to make marks. The over three to four-year-olds are supported by staff to discover how to make a boat that will float from the recycled materials. Staff respect children's efforts and ideas extremely well so that children feel safe to develop these ideas in other areas. They give children time to think and talk and put ideas into action. They talk about the names of various parts of the boat, what they can use to make them and then experiment in the water tray to see if their boat will float or sink. Children have lots of fun as they discover and learn and, as a result, they are building excellent skills for their future development.

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

Staff are exceptionally caring and sensitive in forming secure attachments with the children in their care and getting to know each family well. Children settle into routines very quickly and are confident in their independent play because they have established very secure emotional attachments with their key person. Home visits are currently undertaken with new starters in the three to four-year-old room. This enables staff to build relationships prior to children starting at nursery. Home visits are due to be introduced for the two-year-olds as part of the new intake this year. The excellent key person system helps children to develop extremely strong emotional bonds and secure trusting relationships with a special adult. This strong relationship helps children to develop high levels of self-esteem and confidence, preparing them well for their next stages in learning. As children move on staff in each room prepare in depth detailed handover sheets when a child is ready to move up to the next age group or onto school. Parents and staff are fully involved in helping children settle into school. Generally, children have six settling-in visits, however, staff take children's lead depending on their emotional development and self-confidence. On occasions, staff have moved base rooms within the nursery to ensure that they are available to support their key children. As a result, children's needs are met exceptionally well. Effective, trusting relationships between parents and staff creates a caring learning environment in which children thrive.

The highly skilled staff team demonstrate a passion for working with young children and through continual praise and encouragement support good behaviour. The children are extremely well-behaved and gain a sense of responsibility and understand the expectations staff have of them. Staff talk with children about the routines of the day, so that children know what is happening next and, as a result, they feel secure.

Children are developing excellent skills in learning how to be healthy and how to stay safe. Menus are balanced and very healthy and are displayed with the parent's information. The nursery has a 'healthy choice award' presented by the local authority. Healthy snacks are made available to the children during the session to which they help themselves. Snacks are varied and may consist of fresh fruit, vegetables and bread sticks. The children have good access to drinks throughout the day to ensure that they keep hydrated, especially in the warmer weather. Staff sit with the children during lunchtime to ensure that it is a social occasion. Children are encouraged to serve their own food and pour their own drinks, developing their independence skills. Some staff also eat with the children and act as positive role models, demonstrating how to hold their cutlery and how to eat their food politely; further developing personal and social skills. Robust hygiene practices are strictly observed. Children learn that forks dropped on the floor need to be replaced because of germs. Staff ensure that children are involved in their own nappy changing routines, for example, children bring their own nappies to the changing mat. Children demonstrate their excellent understanding of the hygiene practices. For example, a child, in the under three-year-old room, playing with her favourite doll went to the bathroom to collect gloves and a nappy before changing her doll. Staff were quick to notice this and approached the child to extend learning further by talking about the sequences involved in changing a nappy. For example, by asking 'What do we need to do first?' and 'What happens next?'

Children learn that exercise keeps them healthy and staff ensure that it is part of their daily routine. They have access to the excellent facilities in the outdoor area at all times where they can run and jump to increase their heart rate. They have access to wellingtons and waterproof outdoor clothing so that they can access the outdoors during all weathers. They learn about safety throughout the activities. For example, they learn how to take risks in a safe environment as they climb and balance on the apparatus. They learn about road safety as part of the planned activities and take part in the regular fire drills so that they are aware of what to do in an emergency.

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

The management team has an excellent understanding of their responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Comprehensive safeguarding arrangements are in place. All staff have a clear understanding of all safeguarding issues, including the knowledge to respond promptly where there is a concern about a child. The nursery uses rigorous recruitment and induction procedures so that all staff are highly suitable to work with children. Close supervision, at all times, adds to children's safety. Risk assessments are comprehensive and results in the premises being entirely secure and safe. With input from staff, the management team regularly update all the required documentation and procedures.

The management team of the nursery are inspirational. The highly successful and well-documented drive to strongly improve children's achievement demonstrates the aim for excellence in all aspects of practice. High-quality supervision of the staff team results in an effective programme of professional development, which enhances staff's skills and their already first rate practice. Overall, staff are well-qualified and children significantly benefit from their expertise. Self-evaluation is a key feature of the nursery to continually identify areas for development in relation to all aspects of the provision. This nursery is rapidly evolving owing to the newly acquired provision for two-year-olds. The management team are currently looking at the transition of the new two-year-olds into the nursery to ensure continuity of care and learning. Extensive monitoring and analysis of children's levels of attainment, especially in the three to four-year-old room, results in further improvement of the educational programmes to sustain the best possible progress. Parents, staff and children are involved in the monitoring and evaluation processes. Children are involved in the planning of the activities and have been involved in menu planning. Parents' views are obtained through questionnaires and general discussions. However, parent's excellent involvement can be enhanced by consistently involving them in changes to policies and practices. This will enable their views to make an even greater impact within the nursery and have a greater influence in their children's development.

Highly effective partnerships between the nursery, parents, external agencies and other early years foundation stage providers enable staff to quickly identify and meet children's needs exceptionally well. The nursery is extremely proactive in establishing exemplary working partnerships. Links with other early years providers involved with children promote excellent continuity of care and learning, especially when children move onto

their new classes or schools. The accessing of every available form of additional support for children with special educational needs and/or disabilities and their families is a high priority. The nursery team works very closely with the local children's centre, health visitors, speech and language therapists, physiotherapists and educational psychologist to ensure that the needs of all children are met. The children's key persons foster highly productive relationships with parents and carers. They strive to promote full sharing of information about children's care and learning in the nursery and at home. They fully value the views of families and always consult them over plans for their children. As a result, children highly benefit from the extensive interventions secured and from the motivating support they receive. Parents are highly appreciative of the friendliness of staff and their expertise. Parents comment that they have begun to understand how their child learns and that they are actually learning through play. This helps maximise children's learning extremely well.

The Childcare Register

The requirements for the compulsory 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	EY454754
Local authority	Kirklees
Inspection number	899318
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	42
Name of provider	Manorfield Infant and Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01924326718

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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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