

Manor House Nursery

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

Inspection date

04/07/2013

Previous inspection date

15/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Adults are good at getting down to child height and gaining eye contact when talking to children. This encourages children to listen to what is being said.
- The environment provides children with a range of different activities and opportunities. Staff ensure that children are kept interested and stimulated as they can choose their own play materials and follow their own individual learning styles.
- A good partnership between the pre-school and parents generally ensures key information is shared between them.
- Children feel safe and secure in the pre-school and arrangements for safeguarding the children are robust.

It is not yet outstanding because

- The nursery does not gain from new parents sufficient details about their children's learning and development to help identify their starting points from the outset.
- The daily routine of the nursery has not been reviewed to ensure children do not sit for long periods in large group times.

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 took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and sampled other documentation.

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, in the early years age range, on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. They 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 with an optional lunch club offered if parents require it. Children are able to attend for a variety of sessions. The nursery employs six staff; all of whom hold a relevant childcare qualification. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information relating to each child's experience at home to consistently identify the starting points for their learning
- review the routines of the session to ensure children are not sitting for long periods in large group times.

Inspection judgements

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

Children enjoy their time at the nursery. They are welcomed into a warm and friendly setting by staff who meet the children's learning needs well. The educational programme ensures the children are offered interesting and challenging experiences across the different areas of learning. The nursery is organised to provide a stimulating learning environment, with access to well resourced areas that children can explore freely. Throughout the nursery children are making progress in all areas of development. They are confident and keen to join in activities, and are developing warm relationships with each other and staff. Observation and assessment systems are in place, and the staff have worked hard to develop the systems since the last inspection. Planning systems have also been developed and are based on children's interests, capabilities and individual needs. Staff identify the next steps for each child to enable them to make steady progress in their learning and development. However, the information collected from parents to use as the

children's starting points when they first join the setting does not contain information about their learning and development gained at home.

The staff team promote children's development through a good balance of child-led play and interesting activities. Children investigate technology as they use the computer. They become aware that written words have meaning as adults sit and read books with them. Children are encouraged to count and use numbers in a variety of ways and they recognise shapes and name colours. They enjoy the daily phonics time and are able to take part and sound out some letters. However, the staff have not reviewed the daily routines to ensure children are not sitting for long periods in large group time as children become restless and disrupt the activities. The nursery have implemented the two year old progress check, and all documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They 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

Children are happy and confident in the setting as staff are sensitive to children's individual needs. An effective key person system is in place. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. A wide range of resources and equipment are provided for the children to provide variety in their play. One of the strengths of the nursery is the use of the outdoor area, where there is a range of resources to stimulate the children's interests and provide many opportunities for learning and enjoyment. Children's physical skills are developing well, the range of outdoor equipment enables children to play with a range of toys and have opportunities to balance, catch and climb.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents. The nursery provides a good variety of healthy snacks including fruit and vegetables. Thorough systems are in place for behaviour management. Staff consistently implement the policies and are good role models to children, ensuring they learn about right from wrong. Most children behave well and are learning to share and take turns. The setting works closely with parents and other professionals concerning behaviour management of children who require extra support. Children learn the nursery rules and discuss them during large group time. They respond to staff when they are reminded that running indoors is not safe. Staff ensure that new resources are assessed for risk before children use them and where necessary provide additional staff supervision for activities that use these. For example, children enjoy using the new small peelers as they like to help peel the fruit and vegetables for snack time. These help develop children's hand muscles and coordination skills but also require additional supervision to use. The nursery ensures that additional staff supervision is available to support children when they use these. Children are developing positive relationships with each other and interact well together. They know what is expected of them and are confident to make choices and

decisions. Good relationships have been developed with the local schools and staff work with the teachers to ensure a successful move onto school for the children when the time comes.

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

Parents and children are welcomed into an inviting environment. Good arrangements for safeguarding children are in place. Staff undertake training and have a good understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of staff, which helps ensure all adults working with children are suitable to do so. The nursery has policies and procedures for safeguarding children and these are effectively implemented. All staff take responsibility, and use vigilance and risk assessments, to ensure children's health and safety inside the nursery as well as outside. Systems for monitoring and evaluating the settings practice are in place to enable continual improvement. The commitment of the staff team and the two-way communication between them and the committee ensures there is good team work from all adults. This ensures that they are all motivated and work hard to offer children an environment where children can feel safe and secure. Regular staff meetings ensure that information is shared and that all staff are included in the decision making. This enables them to take pride in their surroundings and enhances their practice.

Children are provided with an inclusive environment and learn about valuing each others differences and the setting promotes equality and diversity. Staff are committed to ensure every child and their family are valued and welcomed within the setting. Children learning English as an additional language or those with special needs are well supported and make good progress whilst at the setting. Information is displayed around the setting so that parents and children can feel a good sense of belonging. The partnership between parents and the nursery is very good. Parents are supportive of the staff and comment that they appreciate the care and education their child receives. 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	925915
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	15/04/2013
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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