

# Manor House Nursery

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

## Inspection date

27/02/2014

Previous inspection date

04/07/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

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## The quality and standards of the early years provision

### This provision is inadequate

- The provider, management team and staff have weak knowledge of the safeguarding procedures, including what to do in the event of an allegation being made against a member of staff. Therefore, children's safety is placed at risk.
- There is no appropriately trained lead for safeguarding as required and the safeguarding policy regarding whistle-blowing is poor and inaccurate.
- The self-evaluation system used by management is weak, resulting in minimal drive for improvement.
- Management has not ensured there is a thorough record system in place to gain a full picture of every child's needs on entry to nursery.

### It has the following strengths

- The strong key person system means staff build good relationships with the children and families, which has a positive effect on their well-being and motivation to learn.
- Staff have clear lines of responsibility as a team and manage the play space well to meet children's needs.

## 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 observed children's play and staff interaction, indoors and outside.
- The inspector had a discussion with the deputies, the manager and spoke to staff at appropriate times throughout the day.
- The inspector sampled children's records, and the safeguarding and welfare documents.
- The inspector also took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the deputy.

## Inspector

Lorraine Wardlaw

## 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.

The nursery is registered on the Early Years Register. There are currently 47 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 two, 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 8.45 am to 11.45 am and from 12.15 pm to 3.15 pm 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.

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

#### **The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure there is a robust, safeguarding policy and procedure in place, which includes an explanation of the action to be taken in the event of an allegation being made against a member of staff and is in line with the guidance and procedures of the relevant Local Safeguarding Children Board

ensure all staff, including the designated lead for safeguarding, are trained to understand the setting's safeguarding policy and procedures.

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

- improve arrangements for self-evaluation by providing regular opportunities for mutual support and teamwork, to drive continuous improvement and include the views of parents
- improve the recording system of information relating to each child's play and learning experience at home to make sure there is a clear record of each child's starting point in learning to inform their progress.

## Inspection judgements

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

Children happily settle at the nursery and very much enjoy their child-initiated, purposeful play. However, due to the weaknesses within the nursery's safeguarding policies, practice and staff knowledge of safeguarding children the learning environment is not as safe as it could be. Children make independent choices from the good range of play activities on offer to them inside and out. Staff are enthusiastic in their play with the children, supporting them well by using purposeful interaction. This effectively builds on children's knowledge and skills. The staff have a secure knowledge of the seven areas of learning. Overall, the quality of teaching ensures children make positive steps in their learning. For example, a small group of girls excitedly play in the home corner with dolls, clothes and other play materials. The staff member talks clearly about what they are doing, providing a commentary, emphasising and repeating words for those children who are still learning language. She is skilled and asks varied questions to those who can talk and express themselves well, such as, 'what medicine is it?' She weaves mathematical learning opportunities into the play, promoting one of her key children's next learning steps. For example, she asks 'how many more socks do you need to find?' When the child says 'two', she fully explains and shows them they have one already, so poses the question again and they say 'one'. Throughout the nursery children use numbers in their play and count accurately demonstrating their good skills.

Children demonstrate good engagement and involvement in learning during the adult-led, well-planned group time of 'Jack and the sack' game. They excitedly say or shout out the robots name 'Jack' and enthusiastically sing the song in the rhyming and sounds game. They listen well and show good concentration when the member of staff says the first letter of their name by sounding it out. Children eagerly respond and take turns to stand up and find out 'what's in the sack?' They name objects confidently to their friends and then they all sound its name out. The member of staff then asks them to place the object in front of, or behind, Jack the robot, promoting mathematical language. Children are given time to talk and express their thoughts and ideas, particularly at snack time because there is good emphasis on promoting communication and language skills, throughout the nursery. All staff working with the children are aware of those who learn English as an additional language and some are supported by a bi-lingual member of staff. This enables them to make sound progress in their speaking skills.

Assessments on children's development are completed, including the progress check for two-year-old children. The key adults know their key children's development well and are implementing their next learning steps into everyday practice or during the key group planning time. They have a secure understanding of observation, assessment and planning process, although the children's learning records do not always reflect the staff's knowledge of each child. The staff are aware of the need to involve parents in their children's learning. The key person gleans as much information as possible about the child when they first start, through discussion with parents. However the 'All about me' form has minimal recorded information from parents. This means when children change key

person staff cannot clearly see their starting points, interests and progress. As a result staff do not have enough information to build on children's learning. Overall, children are developing good skills, which will help them in the future.

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

Children's well-being and safety cannot be assured because of the weaknesses identified in management's knowledge of safeguarding and the safeguarding arrangements. Nonetheless, children feel safe and show confidence in their surroundings, moving freely around making choices in their play indoors and outside. They have extremely strong relationships with the staff who interact and successfully support children's learning and well-being. The key person system overall is effective to ensure children's individual needs are met. Children have a keen sense of belonging and demonstrate they feel safe and secure and enjoy time with their special person. Overall, children demonstrate their good behaviour throughout the morning. This is because staff are positive role models and offer children praise and encouragement which they thrive upon. Staff are quick to intervene to promote sharing, turn taking and politeness when opportunities arise with the children. Staff have good strategies to promote positive behaviour, such as putting on the clean-up song to encourage the children to all help to tidy up.

Children are provided with healthy snacks mid-morning, making choices about fresh fruit and crackers and a drink. This helps them learn about making healthy food choices. Children's personal independence is promoted well, through the use of child size jugs at snack time, spreading their butter on the cracker and through children attending to their own toileting needs. Children can make good choices in their play and learning because the staff ensure children can access a range of stimulating play resources and activities. Outdoors they develop their physical skills well, using quality wheeled toys, pedalling along with their friend on the back. They crawl through the caterpillar and run and exert their energy. Physical indoor play is also planned well, such as when children excitedly take part in the parachute game and exercises first thing in the morning. This prepares them well for their learning. Children are developing the skills which will aid their move to school later in the year. Staff help prepare the children by taking them on visits to the school classroom in the summer term. When they perform their Christmas show to parents, they do this in the school hall. In addition, the teachers visit the nursery and the staff attend meetings with the teachers to discuss the individual children's needs.

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

The provider's arrangements for safeguarding children are weak. This inspection was carried out following a recent Ofsted compliance visit where there were concerns

regarding the suitability of the management team and the safeguarding of children. During the compliance visit it was identified that the provider and management team had a poor understanding of how they would assess the continuing suitability of staff. In addition, they demonstrated weak knowledge of the safeguarding and whistle-blowing procedures. Actions were set to rectify the weakness. Although the management team have addressed the second action and implemented monthly supervision arrangements for all staff, they have not addressed the first, most pertinent action. A new whistle-blowing policy was devised but it shows the incorrect procedure to take if a member of staff is concerned about another member of staff, showing the poor knowledge of the management team. In addition, this inspection has found that the designated lead for safeguarding children and the deputy in her absence are not clear on the procedure to take if an allegation is made against a member of staff. These are breaches of legal requirements and place children's safety and welfare at risk. On this occasion, Ofsted intend to take enforcement action.

The management team show an understanding of how to undertake suitable recruitment and vetting procedures. All staff hold a clear criminal record check, which includes volunteers who are training in early years. Since the last inspection and compliance visit, the nursery has made little improvement because the drive to, 'get it right' from management with robust action plans, is not evident. Although the staff team work well together, there is not a clear, united approach from the leadership team to self-evaluate and self-reflect to ensure high quality on all aspects of the nursery practice. The Ofsted self-evaluation form is outdated and since the change of management has not been reviewed and discussed as a team. This demonstrates a limited capacity to make ongoing improvements by management, although informal evaluation and adaptations take place within the team working with the children. For example, they have reviewed and trialled different ways of implementing key group time, which is ongoing. Staff attend regular training to update their knowledge and skills, but this is mainly focused on learning and development.

Parents speak very positively of the setting, including how friendly and approachable the staff are. They talk about how much their children have learnt since being at the setting and how great the staff are in helping with things at home, such as potty training. Parents have a verbal exchange with staff about children's care and learning when they desire it. The records of children's learning and developmental achievements are shared with parents every term. Partnerships with external agencies and other providers are established. There are suitable links with the local health visitors, the school, and the local authority to access help and support for staff to help ensure all children's learning needs 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY291899
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	946115
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Manor House Nursery Committee
<b>Date of previous inspection</b>	04/07/2013
<b>Telephone number</b>	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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