

# Manor House Nursery School

47 The Green, Peterborough, Cambridgeshire, PE4 6RT

<b>Inspection date</b>	02/04/2014
Previous inspection date	10/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 requires improvement

- The manager and staff understand how to safeguard children in their care and partnerships with parents are good.
- Staff are caring and positive role models. They have age appropriate expectations for children's behaviour and support, guidance is given in a consistent way.
- Processes for supporting children's transitions through the setting and beyond are in place, supporting children emotionally for the next phase in their learning.

### It is not yet good because

- The assessment of individual children is not consistent across the nursery. This has a negative impact on staff's ability to fully support children's learning and development.
- Current strategies to support staff's ongoing development, including access to training for continuous professional development, are not fully embedded, leading to inconsistencies in the quality of teaching.
- The monitoring of the educational programmes, both indoors and out, is not effective in securing an accurate understanding of children's skills, abilities and progress.
- Children who have English as an additional language are not always fully supported to gain skills in English, while using and valuing their home language.
- Inconsistent messages are given to children about health and hygiene.

## 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 including the gardens.
- 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 through conversations and written feedback.
- A range of documentation was examined, including the children's learning journals, staff records, planning documents and the settings self evaluation.

## Inspector

Julia Sudbury

## Full report

### Information about the setting

The Manor House Nursery School was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a grade II listed house in the village of Werrington, Peterborough, Cambridgeshire. The nursery serves the local and wider areas and is accessible to all children. Children have access to two enclosed areas for outdoor play. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 100 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure timely and accurate assessments are carried out to inform regular planning, in order to effectively support individual children's next steps in their learning
- improve current strategies to support staff's ongoing development and access to professional development training, to improve the consistency of teaching
- ensure children who have English as an additional language are effectively supported to gain skills in English, as well as to use and value their home language.

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

- improve the monitoring of the educational programmes, both indoors and out, to ensure that planning and assessment are consistent, precise and display an accurate understanding of all children's skills, abilities and progress
- ensure consistent messages about the importance of health and hygiene are provided to all children.

## Inspection judgements

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

Children enjoy their time at the setting and are generally actively engage in a range of age appropriate activities that cover the seven areas of learning, such as, painting, singing, dressing up, puzzles and reading books. However, the outdoor provision does not yet provide a rounded learning environment across all areas of learning. In the main, children are developing the basic skills they need for their next stage of learning. Staff join in with children's play, offering encouragement and support to help sustain children's interest. For example, talking about the animals in a puzzle and responding to children's own ideas that the bigger one is 'mummy'. Older children are starting to learn mathematical ideas through matching games and counting how many pairs they have found. Younger children are learning about colours through discussions about the cups at snack time. However, not all staff are as skilled in supporting children's learning. Occasionally, opportunities to extend children's learning or to use open ended questions are missed, meaning that children are not always encouraged to think critically and to develop new skills or ideas.

Children have free access to a range of age appropriate resources and are confident in accessing what they want, asking for help from responsive staff when needed. Starting points upon entry to the setting, as well as observations and assessments of children's learning and development are gathered. However, the frequency and quality of these records is variable across the setting, meaning not all children's learning is as well planned for. Furthermore, where children have English as an additional language, systems to support them in learning English and to value their home language are not fully embedded. While key words from home are collected, these are not routinely used by all staff and the setting does not have resources such as dual language books. While children are making progress, this is at a slower rate than if they were fully supported.

Parents are welcomed into the setting and encouraged and supported to provide information about their child's starting points. Staff feedback to parents on a daily basis about their child's day at the nursery and parents are provided with updates about their children learning through 'All about me' sheets. Parents have opportunities to provide further information about their child during their time at the setting.

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

Children are supported by caring and attentive key persons, meaning children have secure attachments and are supported to gain their own independence. Warm and responsive staff hold babies close when giving bottle feeds and older children are provided with cuddles and support, if their upset at parents leaving. Children in pre-school rooms are encouraged to hang up their own coats, while younger children are supported to feed themselves. The setting's indoor environment allows children to make independent choices about the resources they would like to play with and children are confident to do this. Procedures are in place to support children's transitions both into the setting and as they

move rooms and parents value the support that is provided. This ensures children are emotionally supported for their next stage of learning.

Children are supported to understand about personal safety and about the importance of a healthy lifestyle. They have access to large outdoor areas that enable them to be physically active. Hand washing is supported before meal times and after going to the toilet and staff talk about the reasons why. Healthy eating is promoted through meals cooked on site each day and healthy snacks, such as fruit. Staff sit with the children and support them well to ensure they all eat safe and suitable foods. However, snack time for younger children takes place with them sitting on the floor, providing mixed messages about the importance of hygiene.

Staff have an understanding of the setting's behaviour policy and are able to talk about appropriate strategies for supporting children. They are deployed well, are good role models and provide clear, age appropriate expectations for behaviour. As a result, the setting has a calm feel and children's behaviour is strong and caring. For example, older children show concern when one of their peers becomes upset.

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

This inspection was carried out following concerns being raised about the setting's procedures for behaviour management. At inspection it was found that the setting has been pro-active in developing additional systems for managing children's behaviour, through guidance from the local authority. They now have systems in place to support children through periods of challenging behaviour and these have already been successfully used. Furthermore, the setting was able to demonstrate how it was meeting legal requirements with regards to behaviour management. The lead for behaviour management, recognises that she would like to further update her knowledge and plans to attend additional training.

The manager has a secure understanding of safeguarding procedures. All staff undergo the appropriate checks, including those by the Disclosure and Barring Service, before they take up their posts. New staff undergo induction training in their first few weeks of employment, which covers key policies and expectations. This helps to ensure children are kept safe during their time in the setting. Staff have a good understanding of how to protect children from harm and confidently explain how they would deal with safeguarding concerns. The setting has a safeguarding policy in place which covers the use of cameras and mobile phones. The manager is aware of the areas of the setting that need development and some progress has been made since the last inspection, although further improvement of the provision is still needed. A new system for performance management has been introduced and the manager has been spending focused periods of time in rooms to support staff development. However, staff do not currently have access to regular training which would support the development of their practice. Where staff have attended additional training, this has not always been successfully embedded in to the setting's provision, meaning it has a limited impact on improving the provision for children.

Furthermore, monitoring of the education programme is not constantly thorough enough to always fully support children's learning and development needs, resulting in the progress of some children being slower.

Partnerships with parents and other agencies are good. Parents speak well of the setting, describing the setting's staff as friendly and welcoming and value the daily discussions about their children's learning. Progress checks at age two and room transition reports are completed with the involvement of parents. The setting has developed good links with local schools and visits them with older pre-school children, in the lead up to their transition to school. Staff prepare summaries of children's learning and invite teachers to visit in the summer term, which helps to prepare children for a smooth transition. The setting engages with outside agencies to ensure they are providing appropriate support to children who have special educational needs, in order to promote their development.

### **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	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>	256785
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	956315
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Cheryl Wilde and James Wilde Partnership
<b>Date of previous inspection</b>	10/05/2013
<b>Telephone number</b>	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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