

Manor House Nursery

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

Inspection date

18/09/2014

Previous inspection date

27/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Positive relationships are built between the staff and children. Staff know the children's care and learning needs well which is conducive to their development.
- Staff offer children a broad range of interesting activities which enhance the children's learning.
- Staff provide good support for children with additional needs, enabling them to make good progress.
- Staff have a clear understanding of safeguarding procedures to protect children's welfare.

It is not yet outstanding because

- Staff do not do all possible to exchange valuable information with parents regularly, to keep those at nursery and at home fully aware of children's achievements, and what they need to learn next.
- Staff miss chances to prepare children exceptionally well for school in regard to their literacy development.

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 had discussions with staff, and some parents and children.
- The inspector observed children and staff engaged in activities both indoors and outside.
- The inspector sampled children's records, including their learning journeys.
- The inspector invited the manager to take part in a joint observation.

Inspector

Amanda Shedden

Full report

Information about the setting

Manor House Nursery registered in 2004 and is managed by a committee of volunteers. It is based at Manor Infant School in the Portsmouth area of Hampshire. It is accommodated within a self-contained unit, with access to an outside play area. The nursery is registered on the Early Years Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery staff support children with special educational needs and/or disabilities, and those learning English as an additional language. The nursery is open Monday to Friday, during term time only. It runs 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 may attend for a variety of sessions. The nursery employs seven members of staff, all of whom hold a relevant early years qualification.

What the setting needs to do to improve further

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

- enhance children's preparation for the next stage in learning, and their readiness for school, through extending the programme for literacy, such as by developing children's understanding of the uses of writing, for example through encouraging them to make their mark or write their names on their creations.
- strengthen the information collected from, and given to, parents to ensure highly successful strategies engage them all in continuing their children's learning at home, and that staff have a full understanding of children's abilities when they start at the nursery.

Inspection judgements

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

All staff have a clear understanding of the Early Years Foundation Stage learning and development requirements. They cover all required areas of learning well. Staff spend time observing children and record what they can do. Staff use this information to inform their planning for those children for whom they take special individual responsibility. As a result, they focus on children's individual next learning steps and follow the children's interests well. This means that children's learning builds on what they already know and can do, so they make good progress in relation to their starting points on entry. Regular ongoing assessments are undertaken, including the progress check for children aged between two and three years, in which parents participate. However, while parents receive the short written report required when their children are two-years-old, and

information termly, they are not given updates on their children's achievements as these occur, including when new aims are identified. This reduces their opportunities to be fully involved in their children's learning at home.

Staff organise sessions well. Children settle very quickly into the routine. They enjoy each session's energetic start. Staff enthusiasm encourages all children to join in this and get ready for the day. Children select what they wish to play with, which promotes their independence. The deployment of staff ensures that there is an adult available to interact with the children. Staff are skilled at asking questions that encourage children to think and which extend their knowledge. For example, children were encouraged to identify different pieces of plastic fruit. They were asked not only for names, but to consider colour and shape. Staff skilfully used the same activity to introduce simple counting, to compare sizes, and to encourage children to recognise similarities and differences. Such activities teach children to become observant, and engage them in conversations that expand their vocabulary.

Staff teach children speaking skills at every opportunity. They introduce new vocabulary whenever possible. For example, children participated in a game in which they learnt about positional language, including 'in', 'by' and 'under'. Staff model language for children when they encourage them to talk about what they are doing. Such teaching strategies promote children's communication and language skills well, and prepare them for the next stage in learning. However, staff do not prepare children for school as well as possible. For example, in the programme for literacy, children are not encouraged to write their names or make their marks frequently, such as on their pictures. This means staff miss chances to help children understand the value of writing ready for the next stage in learning. Staff teach children about letter sounds and names. Children learn the sound and sign for different letters, such as through singing and repeating these. Staff teach these in practical ways that children enjoy. For example, they had great fun as they pretended to put their umbrellas up, while learning the word umbrella's initial letter.

Staff support children well who have additional needs. They work with outside agencies, following suggestions specialists make when teaching to give children continuity in their learning, and to meet their needs. The staff team's language skills result in children for who English is a second language feeling secure. This is because they understand when children communicate their wishes in their home languages. Such strategies help children with additional needs make good progress from their starting points on entry.

There are positive relationships between the staff and parents. However, information collected on the children as they start does not fully reflect their abilities. This means staff cannot plan immediately for their progression across all areas as well as possible to get children off to a flying start.

Staff spend time getting to know the children for whom they take particular responsibility, and their families, well. They gather useful information about their individual needs. Staff are deployed effectively to ensure children are supervised appropriately and ratios are maintained at all times. This helps the children to feel safe and secure, so they develop positive relationships with the staff team. Staff ensure the play and learning environment is well equipped to encourage children's independence and decision-making skills. As a result, children show sound levels of self-esteem and confidently make suggestions about their own learning. Staff prepare children well emotionally for the next stage in their learning. For example, they take older children, who are moving onto school, to visit the school several times in the summer term. This helps them become familiar with the new environment and its teachers, to help them feel confident about starting school.

Staff promote children's understanding of healthy eating and lifestyles through discussion, activities and the provision of healthy options, such as during snack times. Staff use snack time to talk to children about the types of food that are good for them. Children participate in fruit tasting sessions and enjoy fresh fruit each day. Staff teach children to manage their personal needs. Children take responsibility for small tasks, such as pouring their drinks when they are thirsty. Each day they play outside, using a wide range of good quality resources which help their all round development, including their physical development.

Staff manage children's behaviour consistently. When children were asked to contribute what they know about the nursery rules they eagerly called out, 'use listening ears', and 'help tidy up'. This shows they understand staff expectations. Staff are positive role models. They respond well to the children, listening carefully to conversations and valuing the children's input. These responses from staff help boost children's confidence and motivate them to do well.

Staff teach children the importance of keeping themselves safe. Through practical experiences, such as playing with drumsticks, they learn safe ways to behave. For example, staff reminded children to keep the drumsticks close so they did not hit anyone with them. Children know to wait and take turns, for example on the climbing frame. They practise regular fire drills with the staff, and know how to evacuate the building quickly and safely in the event of an emergency.

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

The provider's procedures for safeguarding are comprehensive and effective. All staff are aware of safeguarding procedures and they all know how to implement these to promote the welfare of the children effectively. All staff have undertaken safeguarding training. Staff discuss different aspects of safeguarding at every staff team meeting, and during half-termly appraisals. These discussions result in all staff being fully aware of their child protection responsibilities. Children enjoy a safe and secure environment because staff carry out daily checks carefully, and full risk assessments are completed. The management implements the mobile phone policy effectively, prohibiting staff and visitors from using a

mobile phone at any time in the vicinity of the children.

Robust recruitment and vetting procedures ensure all adults working with the children are suitable. All visitors are required to show their identification and sign in and out of the visitors' book. The procedure for the arrival and departure of children is effective in ensuring that children continue to be safe at all times. All staff hold a first-aid certificate so that if a child or adult were to have an accident they would be dealt with quickly and correctly. Staff record all accidents and incidents, and the manager reviews the record to identify and minimise any repeated risks to children.

A significant strength of the provision is the staff teamwork. Staff have a clear understanding of their roles and responsibilities. Staff are well supported in their professional development, which helps extend their knowledge and skills. Staff have regular appraisals where they discuss their practice and what they would like to do to develop their knowledge and skills further. They undertake regular training, and senior staff not only monitor staff, but they work with them to ensure that each staff member is effectively contributing to the outcomes for children.

The management team has clear systems in place to monitor the educational programmes, and involve all staff in this process. The team is fully aware of the development of each of their key children and the activities that they are undertaking. This overview enables them to ensure that not only are the children having a broad range of experiences but that planning and assessment are precise and display an accurate understanding of the children's skills.

The enthusiastic staff contribute their ideas of how to improve the outcomes for children. Management create useful action plans for the improvement of the nursery. They use information from the staff and parents, who have contributed to the nursery's evaluation. Management has responded to recommendations and actions set at the previous inspection. Actions taken have improved outcomes for children, including those learning English as an additional language. Staff have also changed the routine to suit the children just starting, and the special activities time is now undertaken as part of the session.

The parents spoken to during the inspection were very pleased with the relationships they have with the staff and the progress their children are making. Good links exist with other early years providers so that there is continuity of care and learning for children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	975211
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	39
Name of provider	Manor House Nursery Committee
Date of previous inspection	27/02/2014
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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