

Manor Community Childcare Centre

33 Vinkinglea Road, Sheffield, South Yorkshire, S2 1BE

Inspection date	28/10/2014
Previous inspection date	20/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Arrangements for safeguarding are firmly embedded in practice. Strong policies and procedures are consistently implemented to ensure that children's safety and welfare are promoted exceptionally well.
- Practitioners plan vibrant educational programmes that ignite the interests of children, of all ages. The quality of teaching is exemplary, with particular reference to children's communication and language; personal, social and emotional development and physical development. As a result, children make exceptional progress in their learning and development.
- Children are extremely happy and settled, and their behaviour is excellent. This is because practitioners are highly skilled and sensitive, helping all children form strong, trusting and secure emotional attachments.
- The manager and practitioners are highly enthusiastic and work in close partnership with parents and other professionals. They are fully committed to providing high quality care and education for children, which means children's welfare, learning and development are all very well supported.
- Self-evaluation and action plans to address areas for improvement are very robust. This means the management team have an excellent understanding of their strengths and weaknesses. As a result, they set clear priorities for improvement and continually improve the setting for the benefit of children.

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 the playroom and the outside areas.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held meetings with the chair of the management committee and the deputy manager of the provision.
- The inspector asked the practitioners questions about their practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents to obtain their views on how the nursery meets the children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

Manor Community Childcare Centre was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Manor area of Sheffield, and is managed by a board of directors, who are also charity trustees. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play. The nursery employs 19 childcare practitioners. Of these, 15 hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one has achieved Early Years Professional status. Two practitioners hold appropriate qualifications at level 2. The nursery is open 8am to 5pm, Monday to Friday, all year round. Sessions are from 9am until 1pm, and 1pm to 4pm. Children attend for a variety of sessions. There are currently 155 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the already excellent range of resources by including cameras and torches in play to support children's understanding of everyday technology.

Inspection judgements

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

Children are extremely interested in learning and are very confident. Practitioners have an excellent understanding of the Early Years Foundation Stage and therefore, very successfully support them. As a result, children make outstanding progress across all areas of learning. Practitioners place a sharp focus on the three prime areas of learning during the settling-in period. Communication and language development is an especially high priority area for all the children. Practitioners prioritise singing and language activities based on recent Letters and Sounds training. Early language skills are supported with sign language, gestures and visual aids to support verbal communication with children, including those who speak English as an additional language. Practitioners ask excellent open-ended questions to children during their play, to engage them in practising their language skills. For example, even young children show wonderful language skills as they speak clearly, using language in the past tense to recall events and outings that they have taken part in. In addition, key persons use a language tracker to identify gaps in children's development. This allows practitioners to take appropriate action, such as making a referral to a speech and language therapist. Consequently, all children make significant progress from their initial starting points.

Practitioners have very high expectations for children. As children grow in confidence and ability within the three prime areas, practitioners use their excellent understanding of how children develop to place an equal focus on all seven areas of learning. The rich environment, indoors and outdoors, and a wealth of resources are organised to provide optimal challenge during children's incidental play. School readiness is supported by a consistent emphasis on learning about letters, numbers, colours and shapes. Even the younger children have a writing book and are encouraged to have a go at making marks. This develops their interest in writing from an early age. Counting happens regularly and helps to consolidate children's early mathematical development and understanding. Consequently, children make outstanding progress in their learning and development and are very well prepared for school.

Teaching techniques are rich, varied and imaginative across the nursery. This is because practitioners notice what arouses children's natural curiosity. They ensure they provide sufficient time and space for children to become deeply involved in their learning. Children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play. For example, practitioners skilfully question children and are imaginative in teaching and helping them explore the concept of size, three dimensional shape, texture and number as they play with trains and dinosaurs. Practitioners work exceptionally well together to ensure the children benefit from an educational programme that clearly fosters opportunities for active learning, and for them to create and think critically. They are highly skilled in playing alongside children, using language to help them to make links between ideas and consider what they should do next. Planning, observation and assessment procedures are extremely comprehensive and highly effective in practice. Practitioners have a clear overview of children's initial starting points and ongoing progress. They carefully evaluate each activity and children's next steps to help identify and narrow gaps in children's learning. Key persons complete the required progress check for children between the ages of two and three years. This helps to support children's progress or identify if there are any concerns, so that further support can be put in place. Consequently, all children, including the two-year-olds, make superb progress in their learning and development.

A variety of effective methods are used to collect and share information from parents. These including daily verbal communication and celebration of success parents meetings. Parents are encouraged to share learning from home through the form of wow stars and by carrying out observations on their child. Practitioners use this information to effectively support children's progress in the nursery. Meticulous support is given to children with special educational needs and/or disabilities as practitioners are highly experienced in working closely with families and outside agencies. Education and play plans are exceptionally well targeted and implemented within daily activities and routines. Advice from professionals involved with children is used by key persons to inform their individual planning. This helps key persons ensure that children make consistent progress in the areas where they need extra support. Parents are extremely complimentary about the nursery and the impact it has had on their children's progress. These robust partnerships enable children to make exceptional progress because consistency and coherence is assured.

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

An exceptionally well-established key-person system helps children to make a smooth move between home and the nursery. Practitioners fully appreciate the value of working with parents and other agencies to obtain comprehensive and detailed information prior to a child beginning at the nursery. In this way, they are extremely aware of each child's and family's needs and are in a position to meet them as soon as a child starts. A very flexible induction system helps to ensure that each child is emotionally ready for the move to nursery. The move to school is also expertly and sensitively handled. For example, practitioners take children on several visits to the schools they are attending to enable them to become familiar with their surroundings. This further supports children's already exemplary levels of confidence. Vibrant wall displays of children's families enhance the nursery environment and give children a sense of belonging and self-awareness. Play spaces are extremely well organised and resources are of an excellent quality and stored at age-appropriate heights. However, children have fewer opportunities to learn about and explore everyday technology so that their developing curiosity in how things work is optimised.

Children are highly motivated in their play because they are consistently engaged in stimulating learning. As a result of this, behaviour is exemplary. Practitioners are excellent role models. They skilfully use positive strategies to reinforce their expectations to children and recognise children's efforts as achievements. For example, older children take part in the go for green initiative based upon the three coloured rocket of success. Children receive regular praise and encouragement and are sensitively supported as they learn how to understand and manage feelings. For example, each room has a feeling mat where the children can sit and show how they are feeling by choosing explanatory pictures of faces with differing emotions. As a result of this, children quickly learn what is expected of them and develop their understanding of right and wrong. They have an excellent appreciation of the rules and routines of the nursery and follow these with little prompting or reminders.

As a result of the nursery's commitment and success in achieving a Healthy Early Years Award, children are developing a superior understanding of the importance of living a healthy lifestyle. At snack time, children are encouraged to clean the tables, prepare their snack and to feed themselves. During this time, the practitioners take the opportunity to chat to the children about the food they are eating. Children are supported to help themselves to freely available water, pouring their own drinks when they are thirsty. As a result, independence skills are promoted exceptionally well. Excellent hygiene practices are in place for all children to minimise the risk of cross-infection. Children are shown how to blow their nose and encouraged to dispose of the tissue quickly. There are high standards in place with regard to personal care routines. For example, practitioners provide children with one-to-one opportunities when developing their hygiene skills; they model hand washing and instruct very high standards of hygiene when children use the toilets. Practitioners provide an exciting learning environment, both indoors and out, and children access outside provision daily. This means that children who prefer to learn outdoors have the same opportunities to challenge their all-round development, while meeting their

individual learning needs. Children gain an exceptional awareness of how to keep themselves healthy and safe. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly.

The nursery significantly enhances all aspects of the children's social skills by actively promoting and demonstrating a positive attitude towards others. They have a rich, varied and imaginative selection of books and play materials. These reflect positive images of diversity that help to nurture children's respect towards people who are different to them. Children also attend a variety of community settings on a regular basis in the local area, including community attractions and the shops, to encourage them to develop their understanding of the world. Consequently, children are making relationships and developing their social skills in preparation for later transitions into school.

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

The board of directors and all practitioners place the utmost priority on meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners attend relevant safeguarding training to ensure that they fully understand and fulfil their responsibilities with regard to child protection. Safeguarding information is displayed prominently in each room, which ensures that parents have information about the role of the nursery with regard to protecting children. There are two designated safeguarding officers to ensure that there is always someone available, should practitioners need support. Staff display an excellent understanding of how to respond to a safeguarding concern about a child in their care and know what to do if an allegation is made against a colleague. All required documentation and records are clear and well written, including robust risk assessments. Meticulous policies and procedures are appropriately kept and available for parents at all times. There is robust evidence of effective vetting and recruitment procedures to ensure all persons employed are suitable to work with children. The identity of visitors is checked and there are clear boundaries around the use of cameras and mobile telephones. Practitioners supervise children well at all times and practitioners show exceptional vigilance. As a result, the nursery's practice in underpinning children's safety and welfare is exemplary.

A relentless pursuit of excellence is demonstrated through the acute monitoring of practice. This includes the delivery of the educational programmes, assessment and monitoring of children's progress. Practitioners observe each other's practice and moderate each other's assessments to ensure they are accurate. This high quality and precise monitoring successfully identifies any gaps in groups of children or any areas of the provision that may require additional support or attention. As a result, all children receive consistent support to make excellent progress towards the early learning goals. The management and practitioners work exceptionally well together and share a passion and enthusiasm for their roles. They are highly qualified and have a wealth of experience. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage and how children learn. Systems of formal supervisions and appraisals are in place, as well as a targeted programme of professional development. All

practitioners attend training and enhance their qualifications, and are highly motivated. When practitioners attend training courses they share their knowledge with the team and implement changes to the nursery. As a result, practitioners are confident, highly skilled and well equipped to offer children the highest quality care and education. Partnerships with other professionals are equally strong. Practitioners are proactive in seeking expert help and support from health and social care professionals to ensure that children and families receive the support they need.

There is a strong commitment to self-evaluation and improving outcomes for children. Excellent self-evaluation processes take into account the views of parents, children and practitioners. A meticulous action plan is in place that shows a clear drive for improvement. Since the last inspection, the management team have significantly enhanced the service they provide. Practitioners expertly ensure that the children's records are well organised to show progress across the breadth of the curriculum. In addition, robust planning is in place for the outside play area in order to support the individual learning requirements of all children. Furthermore, dynamic partnerships with parents have been developed to encourage them to take a more active role in their children's learning and development. Practitioners welcome feedback and provide an open and transparent communication system. They actively seek children's and parents' views to find out about things they like or dislike at the nursery, through the use of questionnaires. These are then taken into account to ensure children's and parents' contributions are valued and used constructively to develop the provision and improve learning outcomes for all children. As a result, the provision is continually improving and children are fully supported to make outstanding progress in all aspects of their learning and 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. 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	300816
Local authority	Sheffield
Inspection number	867269
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	155
Name of provider	Manor Community Childcare Centre
Date of previous inspection	20/06/2011
Telephone number	0114 2642594

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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