

Manna House Day Nursery

Bamford Street, Glascote, Tamworth, Staffordshire, B77 2AT



Inspection date

24 March 2015

Previous inspection date

2 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff working with children aged two-to-three years are particularly skilful in planning unique and interesting activities. This ignites children's curiosities and thirst for learning.
- Key persons are effective in supporting all children's physical and emotional well-being. In particular, babies who are unsettled benefit from close interactions and lots of one-to-one attention. This helps them feel safe and secure.
- Children with special needs and/or disabilities have their individual needs met very well. All staff work very closely with parents, other agencies and early years settings. This ensures children receive good support and are fully included.
- Babies and older children thoroughly enjoy playing with each other outdoors. This builds strong relationships and supports children's confidence.
- Staff demonstrate a strong focus on safeguarding children. As a result, all children are protected from harm and cared for safely.

It is not yet outstanding because:

- The assessment made of some children's learning is not always fully informed by observations made by parents at home.
- Staff do not make the most of routine times to support older children to carry out small tasks and develop their independence.
- Staff do not always prepare babies for a change in their activity.

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 learning assessments by supporting all parents to contribute information about their children's learning observed at home
- make the most of all opportunities to support older children to carry out small tasks and develop their independence as part of the daily routine
- strengthen the skills of staff to consistently prepare babies for a change in their activity.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors. The inspector also completed a joint observation with the nursery manager.
- The inspector spoke with the manager, staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector looked at relevant documentation, such as, the children's observation, assessment and planning records. She also looked at, the nursery's self-evaluation and evidence of the suitability of adults working with the children.

Inspector

Dianne Adams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children enjoy a relaxed and richly resourced environment in which they are well prepared for school. Children aged two-to-three years enjoy fun activities that are planned by enthusiastic staff. They confidently use language to discuss photographs brought in from home. Their mathematical skills are promoted extremely well as they categorise their shoes according to the shape, size and colour. Babies show great excitement for playing outdoors. They develop their physical skills as they transport soil from one area to another. Babies do not always experience a smooth change in their activity. All children develop their literacy skills as they make marks outside using water and brushes. They enjoy reading and handling books with staff and each other. Older children concentrate well as they listen to animal sounds played on a compact disc player. They are supported to consider which animals might have made them. Staff are particularly skilful at giving children with special needs/and or disabilities time to contribute their ideas and thoughts. All staff observe children at play and share with parents what children achieve and where they need support. Some children's assessments are not fully informed by what parents observe children achieving at home.

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

Parents comment on how the welcoming and friendly staff develop strong relationships with children and their families. Parents particularly like the small and intimate feel of the nursery which helps children to settle. All children enjoy fresh air and exercise every day. Planned times outdoors enables children of different ages to interact with each other and learn to respect their different needs. Children's health and well-being is further supported at mealtimes. They enjoy nutritious, home-made dishes at lunchtime and snacks of fruit. Alternatives are provided to meet children's individual dietary needs to ensure all children are fully included. Children understand how to behave and keep safe. They are rewarded by staff for taking responsibility for tasks, such as tidying away resources. This develops their self-motivation and confidence. Staff do not consistently use all opportunities, such as mealtimes, to reinforce this practice and extend children's independence.

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

The well-qualified team of staff have a secure knowledge of the learning and development requirements, and how to safeguard children. They follow effective child protection procedures and staff are recruited and vetted rigorously. This protects children's welfare. All staff are committed to promoting a good-quality provision. They seek and attend training to enhance their knowledge and skills. Very good partnerships with other agencies and early years settings maintains continuity for children's learning. Managers work closely with staff to monitor their teaching and the impact on children's learning. Parents views are sought as part of their self-evaluation. Consequently, managers and staff confidently identify the strengths of the nursery and areas that need to be improved.

Setting details

Unique reference number	218424
Local authority	Staffordshire
Inspection number	865751
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	58
Number of children on roll	83
Name of provider	The Manna House (Tamworth) Co.
Date of previous inspection	2 June 2011
Telephone number	01827 302435

Manna House nursery was registered in 1994. The nursery employs 14 members of childcare staff, including the manager. Of these, 11 staff hold appropriate early years qualifications up to level 3. One staff holds a level 6 qualification, one has Qualified Teacher Status and the manager holds a level 5 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special needs and/or disabilities.

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