

# Manor House Nursery School



47 The Green, Peterborough, Cambridgeshire, PE4 6RT

## Inspection date

5 June 2015

Previous inspection date

2 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children benefit from good teaching throughout the nursery. Staff are attentive to children's needs and encourage their ideas and experimentation as they play alongside. Consequently, children make good progress in all areas of their learning.
- Older children are prepared well for school. Staff support this by encouraging children to be independent, enjoy learning and communicate effectively to their friends and adults alike.
- Partnerships with parents and outside professionals concerned with children are good. As a result, information is successfully shared and children's care and learning are promoted well at home and elsewhere.
- Managers and staff continually review both the inside and outside environments and the toys and activities available to children. As a result, resources are well presented and effectively promote children's concentration and learning throughout the nursery.
- Staff have good procedures in place to keep children safe. They know who they should report their concerns to and give children guidance about keeping safe as they move around the nursery and play outside.

### It is not yet outstanding because:

- Although a training programme has been implemented, the professional development opportunities are not always sufficiently targeted to the specific needs of individual staff members. This means that sometimes staff miss chances to refresh or gain up-to-date knowledge of the age range of children and babies they care for.

## What the setting needs to do to improve further

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

- strengthen ongoing training for all members of staff, to ensure they gain expertise in the age range they work with and promote children's and babies' learning to an even higher level.

### Inspection activities

- The inspector observed activities in the main rooms and in the outside learning environment.
- The inspector held meetings with the proprietor, manager and deputy manager, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

### Inspector

Jacqueline Baker

## Inspection findings

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

Children enjoy being at nursery and exploring the stimulating environment available to them. They form strong bonds with staff and are excited to share their news and thoughts readily. Staff have a good understanding of how to promote children's learning and use these discussions effectively. For example, children excitedly tell staff of their holiday experiences and are delighted when skilled staff encourage children to capture this in chalk pictures. Joined by friends, children soon demonstrate their skills in drawing and writing. Staff extend learning successfully by commenting and questioning, which results in children staying focused for longer. Staff support those speaking English as an additional language well. They use gestures, simple words and phrases during activities and, consequently, all children are able to join in. Staff plan children's next steps in learning effectively and consult with parents frequently to ensure they are fully engaged with children's learning and development.

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

Babies and children are well settled at nursery. They play contentedly and are quite happy to return to staff for reassurance or a cuddle from time to time. Partnerships with parents are good and this supports babies' and children's care needs well. At mealtimes, babies and children enjoy home-cooked, nutritious food. They have frequent opportunities to play outside in the fresh air and babies have their own small garden area where they can explore in safety. Older children quickly learn routines and know how to keep themselves safe as they play. Behaviour is good because staff offer consistent messages about what is, or what is not acceptable at nursery.

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

The proprietor and managers have been effective in making improvements to the nursery. They have built a strong, cohesive staff team who are responding well to changes and initiatives that have been implemented. Self-evaluation is good and captures all areas of strength and where further development is needed. Monitoring of children's progress clearly identifies both gaps in the provision and those needing more support. Recruitment procedures are good and include background checks to ensure staff are suitable for their role. A training programme is in place and is helping to develop staff's knowledge further. However, training opportunities have yet to be targeted sufficiently to help all staff refresh or advance their skills in the specific age groups they work with. For example, staff in the baby room have yet to improve their knowledge and expertise in the age range they care for. Nevertheless, all staff remain committed and enthusiastic in their roles.

## Setting details

<b>Unique reference number</b>	256785
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1010685
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	128
<b>Name of provider</b>	Cheryl Wilde and James Wilde Partnership
<b>Date of previous inspection</b>	2 April 2014
<b>Telephone number</b>	01733 572335

Manor House Nursery School was registered in 1998. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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