

Manor Hill Day Nursery

3 Stratford Court, Shirley, Solihull, B90 4QT



Inspection date

10 June 2015

Previous inspection date

20 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching skills are variable. Not all staff have a consistent understanding of how to ensure that planned next steps in learning are appropriate to individual children's progress.
- The monitoring of staff's practice, including how they observe and assess children's learning, is not robust enough to fully support staff in strengthening their practice.
- Staff in the pre-school and toddler rooms do not manage children's behaviour in a consistent way.

It has the following strengths

- Staff provide a range of resources, inside and outdoors, which promote active play and exploration. Therefore, children are motivated and enjoy learning.
- Children are physically active and are purposefully engaged when playing in the garden. Consequently, children's physical development and learning about the natural world is suitably promoted.
- All parents are warmly welcomed and staff make time to talk to parents daily to share information. Consequently, parents are happy with the service provided.
- Babies are cared for by staff who are skilled at capturing their interests. They plan a range of experiences that enthuse babies and help them to make good progress during their time at the nursery.
- Children are suitably safeguarded. The management team and staff have a good understanding of their roles and responsibilities for child protection.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure that next steps in learning are planned appropriately to meet all children's individual needs, so that they make the best progress possible
- ensure that behaviour management practices in the pre-school and toddler rooms are consistent, so that children know what is expected of them as they learn to manage their behaviour
- accurately check on the quality of teaching and how well staff plan, observe and assess children's learning; use this information more effectively to improve staff's practice and to consistently track all children's progress.

Inspection activities

- The inspector observed activities inside and outside.
- The inspectors sampled a range of records and documentation relating to safeguarding and welfare and learning and development.
- The inspector held a meeting with the manager and provider and spoke to staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, staff demonstrate that they have a satisfactory understanding of how to support children's learning and development. However, teaching skills are variable and not all staff have the confidence to support children effectively and extend their learning. Staff carry out routine observations as children play. However, too many observations focus on what children are doing and not what they are learning. Within the pre-school room, staff who are new to their roles are not yet familiar with their key children. This means that they are unable to plan effectively for what these children need to learn next. As a result, not all children are helped to make good progress. Teaching in the baby room is stronger. Staff interact with babies enthusiastically. They provide a range of resources for babies to explore freely. Babies develop physical skills as they roll balls in paint, delighted at the marks they make. Staff consistently talk to babies and model new words, so that they quickly learn first words. Consequently, babies make good progress in all areas of their development.

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

Children are generally happy. Younger children are aware of how to seek comfort and reassurance from staff, as needed. Older children show independence as they help serve their own meals and pour their own drinks. This ensures they are learning some of the skills they will need for their next stage of learning and the eventual move to school. However, some children become restless and lose concentration at times because they are not clear about how they should behave, when eating at the table or helping to tidy up. This is because some staff do not consistently make their expectations clear, so that children understand why rules are important. Children thoroughly enjoy playing in the garden. They learn about the natural world as they water flowers, and develop their physical skills as they use a variety of wheeled toys.

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

All staff are qualified and receive adequate training for their roles. The management team have systems in place to check the overall progress that children are making. However, these systems are not robust enough. As a result, not all children's progress has been checked. Management have identified weaknesses in the way some staff observe, plan and assess children's learning. Action plans have been put in place to address this and improve other aspects of the provision. However, not all plans for improvement have been acted on and, so the overall quality of teaching and assessment remains variable. Staff share information with other professionals to support continuity in children's care and learning. Partnerships with parents are generally secure. Parents spoken to during the inspection are complimentary about the nursery and state that their children are very happy.

Setting details

Unique reference number	EY437526
Local authority	Solihull
Inspection number	1010979
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	66
Name of provider	Razain Enterprises Ltd
Date of previous inspection	20 June 2014
Telephone number	0121 745 9455

Manor Hill Day Nursery was registered in 2011 and operates from a renovated commercial building in Shirley, Solihull. It opens five days a week from 7.30am until 6.30pm, all year round, except for bank holidays and one week at Christmas. The nursery receives funding for the provision of free early education, for three- and four-year-old children. There are currently 17 staff working directly with the children. Of these, 14 have qualifications at level 3 and two members of staff have qualifications at level 2. The manager has a qualification at level 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

