

Manor Childcare Centre

C/O Christ Church (Hall), Martins Lane, Wallasey, Merseyside, CH44 1BQ



Inspection date

9 September 2015

Previous inspection date

8 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have a shared vision to promote the best possible care and learning for children. They reflect on their practice and have brought about positive improvements. As a result, the quality of teaching and children's progress continue to improve.
- Staff are warm, caring, and skilfully establish close bonds with children. This means that children feel safe and secure and their confidence and emotional well-being are promoted.
- Teaching is of good quality. Staff have a good knowledge of how young children learn. They provide interesting and stimulating activities which promote effective learning.
- Children make good progress in relation to their starting points. Children who may need extra help in their learning are identified quickly and support is put in place to ensure that they make good progress and gaps are closing.
- The arrangements for safeguarding are effective. Managers ensure that all staff are aware of their responsibility to protect children from harm and abuse, and know how to report any concerns.

It is not yet outstanding because:

- On occasion, staff miss chances to develop children's learning to the highest level by using purposeful questions to make them think, and giving them time to respond.
- Action plans for further improvement do not always identify precise targets.

What the setting needs to do to improve further

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

- make better use of chances to extend children's learning by using purposeful questions to make them think, and allowing enough time for children to respond
- include more precise targets in action plans, so that the setting can more easily tell how well it is making progress towards its planned improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Elaine White

Inspection findings

Effectiveness of the leadership and management is good

Managers understand and implement statutory and other government requirements well. Arrangements for safeguarding are effective. Managers provide good supervision for staff and have improved the level of staff qualifications, including the addition of two qualified teachers. As a result, children's learning has continued to improve. Managers have employed a teacher with expertise in language development to provide support to children eligible for additional funding. This has had a positive impact on children's progress. Managers effectively monitor the provision, including children's progress. This means that gaps in children's learning are identified and action is taken to close gaps quickly. Action plans for further improvement identify what needs to be developed, but do not always include precise targets to be reached.

Quality of teaching, learning and assessment is good

Staff know children's skills and capabilities well. They accurately assess children's learning and confidently plan activities which interest and challenge children. For example, children enjoy hunting for spiders outdoors and counting the number of legs that the spiders have. Children's learning is extended as staff question them to think how many legs they have in comparison. However, at times, staff miss opportunities to ask purposeful questions in order to extend children's learning further. Staff model vocabulary and encourage children to share their ideas, in order to promote their speaking skills. Occasionally, this learning is not developed to the highest level when children are not given enough time to think through their ideas before responding to questions. A positive partnership with parents ensures that they are well informed about their children's progress and helped to develop their child's learning at home.

Personal development, behaviour and welfare are good

Staff skilfully provide emotional support to children as they settle. Children respond well to staff's caring and sensitive approach to meeting their emotional and care needs. This means that children develop confidence, are secure in the setting and ready to learn. Staff provide good role models, showing respect and care, and making clear the boundaries for children's good behaviour. As a result, children behave well and have positive relationships with each other. They learn to share and take turns, for example, when using the outdoor slide. They show clear enjoyment of fresh air and exercise as they use the range of balancing and climbing equipment in the outdoor area.

Outcomes for children are good

Children join the setting with skill levels that are often below what is typical for their age, particularly in communication and language skills. Due to good quality teaching and effective individual support, children make good progress. By the time they leave nursery they are working at levels that might be expected for their age. Children are well prepared for school. Children with special educational needs and/or disabilities make good progress due to the very positive individual support and strong links with outside agencies, which ensure that their learning needs are effectively met.

Setting details

Unique reference number	EY419929
Local authority	Wirral
Inspection number	852050
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	31
Name of provider	Manor Child Care Centre Committee
Date of previous inspection	8 November 2011
Telephone number	07941115572

Manor Childcare Centre was registered in 2010. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status. The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 7.55am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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