

# The Manor Nursery School

Braithwaite Manor, Mythop Road, Blackpool, FY4 4UZ



## Inspection date

Previous inspection date

22 July 2016

Not applicable

| The quality and standards of the early years provision | This inspection:     | Good           | 2 |
|--|----------------------|----------------|---|
|  | Previous inspection: | Not applicable |   |
| 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

- Staff use good strategies to support children's developing literacy skills. Pre-school children explore the sounds that letters make and they are well prepared for the activities that they may experience at school. Children make good progress.
- Children show high levels of engagement and the environments are tailored to their developmental needs and interests. The baby room is a particularly stimulating space, with a wide range of sensory play opportunities for babies.
- Strong emotional attachments are in place. Children are comfortable and confident with adults and peers. Staff provide a balance of nurture and challenge appropriate to their ages.
- Mealtimes are organised well and they help to develop children's physical skills and independence. Children quickly become self-sufficient in care routines and they are motivated to do things for themselves.
- Children are well supervised and staff demonstrate a good awareness of security. Effective procedures are in place to ensure that the indoor and outdoor environments are safe for children to play.

### It is not yet outstanding because:

- Monitoring of teaching is not fully rigorous and professional development for staff is not yet highly focused on developing the quality of teaching to the highest level.
- Self-evaluation is not yet rigorous and targets for improvement are not sufficiently focused on improving outcomes for children.

## What the setting needs to do to improve further

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

- focus more precisely on raising the quality of teaching to an outstanding level through strengthening the monitoring of staff practice and enhancing their professional development
- further enhance self-evaluation and devise better methods for prioritising areas for improvement.

### 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 nursery manager.
- The inspector discussed the nursery's self-evaluation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager keeps up to date with the local authority procedures to help to keep children safe. She shares these with staff and they understand what to do if they are concerned about a child. Most staff have undertaken appropriate first-aid training. They follow clear procedures in the event of a child having an accident. Staff supervision and appraisals are in place. The manager monitors children's progress over time. She knows how to engage with parents and external agencies if there are any gaps in children's learning. The manager shows a desire to further improve the nursery. Partnerships with the local authority and other settings are continually strengthening. Parents speak highly of the nursery and praise how effectively staff communicate with them. They feel highly involved and comment that children are equipped with the skills to help them to progress to school when the time comes.

### Quality of teaching, learning and assessment is good

An effective and consistent system for observing, assessing and planning for children's learning is used throughout the nursery. Assessment information is shared regularly with parents and they are encouraged to contribute to children's records of learning. Staff have a good knowledge of how children learn and how to engage them through their interests. They provide good support for children's communication and language development. Staff talk with children as they play, taking turns in conversation and modelling how to say words correctly. Pre-school children listen attentively and they happily participate in group activities. Children are appropriately challenged and staff encourage them to contribute and think individually, as well as part of a group. Children are very well prepared for their next stage in development, including school.

### Personal development, behaviour and welfare are good

Sensitive arrangements are in place to ensure that children make a smooth transition when they move on to the next learning environment. Pre-school children are particularly well prepared for their move on to school. They become familiar with a variety of experiences and routines that they are likely to experience at school. For example, pre-school children engage in physical education sessions and learn to dress themselves in sportswear. Children are well behaved for their ages. They take turns and listen carefully to the guidance of staff. Clear routines are in place and children understand expectations. Children enjoy a variety of experiences during their daily outdoor play. They are highly active outdoors and their physical well-being is well supported.

### Outcomes for children are good

Children are working at expected levels of development and they make good progress. Children become independent from an early age and they make particularly good progress in their self-confidence. Toddlers make specifically good progress in their health and self-care.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY491291  |
| <b>Local authority</b>                           | Blackpool   |
| <b>Inspection number</b>                         | 1023162   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 100   |
| <b>Number of children on roll</b>                | 56  |
| <b>Name of registered person</b>                 | Manor Nursery School Ltd                            |
| <b>Registered person unique reference number</b> | RP534742  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 01253 694880  |

The Manor Nursery School was registered in 2015. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out-of-school club opens from 7.30am until 8.45am and 3.15pm until 6pm. It is open all day during the holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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