

# The Manor House Nursery

62 Church Street, Eckington, Sheffield, S21 4BH



## Inspection date

22 December 2016

Previous inspection date

18 June 2013

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

- Children and their families are supported well by leaders and staff. They work in effective partnerships with other professionals to support children's specialist care and learning needs to help them make good progress.
- Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Staff work closely with the other settings operated by the same provider to share good practice ideas and further enhance their provision.
- Partnerships with parents are good. Parents speak highly about the effective communication with staff. They value the opportunities they have to contribute to their child's assessments and to continue learning at home.
- Key persons are attentive and children form warm, trusting relationships with them. These help to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- The management team demonstrates a strong commitment to improving the quality of the provision. Self-evaluation is ongoing and successfully identifies where the nursery can be enhanced.

### It is not yet outstanding because:

- Staff's professional development is not yet focused enough on raising the quality of teaching to the highest possible level.
- Information from observations is, sometimes, not used to identify as precisely as possible what children need to learn next.

## What the setting needs to do to improve further

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

- sharpen the focus on performance management and staff's practice, raising the standard of teaching even higher
- make the most of what is known about individual children's achievements, so that teaching focuses even more precisely on what they need to learn next.

### Inspection activities

- The inspector looked at the premises and the resources available to the children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records and evidence of staff's suitability checks.
- The inspector held discussions with the provider and the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and all staff undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child. Regular meetings provide opportunities for staff to discuss ideas and share good practice overall. Parents speak highly of the friendly, welcoming and nurturing environment and state that children settle in quickly. The management team monitors children's progress, generally, well. Staff work together with other professionals to help reduce any gaps in children's learning. Funding is used effectively, including investing in resources. This significantly impacts on the good progress children are making. Good links have been established with the local school, helping to ensure continuity of learning and care.

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

The well qualified and experienced staff team demonstrates a good knowledge and understanding of how children learn and develop. They regularly assess children's progress and use the information, generally, to plan for the next steps in their learning and development. 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. They have fun using their hands and a variety of different resources to explore paint. Younger children mix colours together and are proud of their achievements. Older children enjoy outdoor play, describing the 'giants' they see in the clouds when they look up at the sky. They hunt for spiders in the bushes and have a go on slides that are different in height and challenge their physical skills.

### Personal development, behaviour and welfare are good

Children's safety and welfare are fostered well. Staff carry out regular checks and keep the premises safe and secure. Gentle, age-appropriate reminders from staff help children to understand how to use the space and equipment in appropriate ways. Resources are easily accessible and matched to suit the age range of children attending. Children confidently make choices about what they would like to do and they play happily together. They behave very well. Staff gently remind children to be kind to each other and to share the toys and equipment. Healthy lifestyles are promoted and staff encourage children to wash their hands before snack and lunchtime. A variety of well-balanced snacks and meals is provided with drinks available for children to access. Children enjoy fresh air and exercise as they engage in creative and exciting outdoor play opportunities.

### Outcomes for children are good

All children, including those who have special educational needs or disabilities, speak English as an additional language and those for whom the pre-school receive additional funding, make good progress given their starting points. They are enthusiastic learners who acquire the skills and confidence needed in preparation for starting nursery or school. Children are curious and keen to learn. They return to favourite activities, helping them to build upon what they already know and to learn at their own pace.

## Setting details

<b>Unique reference number</b>	EY368630
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1065115
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Manor House Nurseries Ltd
<b>Registered person unique reference number</b>	RP527733
<b>Date of previous inspection</b>	18 June 2013
<b>Telephone number</b>	01246 436 006

The Manor House Nursery was registered in 2003. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. They provide funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and those who speak English as an additional language.

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