

Manor House Nursery

Manor House Nursery, 145 Southmead Road, Westbury-on-Trym, BRISTOL, BS10 5DW



Inspection date

19 April 2017

Previous inspection date

14 May 2015

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

- Staff's interactions with the children help them learn and make progress. Managers use funding well to effectively meet the needs of children. Overall, children find the opportunities available to them exciting and interesting, and they behave well.
- Managers and staff have strong and effective relationships with parents and other professionals. This has a positive impact on children's learning at home as well as in the setting.
- The manager monitors the performance of her team effectively, such as through supervision and appraisal meetings. She identifies staff training programmes, which improve outcomes for children. For example, staff have developed their ability to watch children's play and successfully plan activities which help them make progress.
- Managers and staff make accurate assessments and track individual and groups of children's progress. This helps to ensure children have the help they need to thrive and grow.

It is not yet outstanding because:

- Staff do not consistently plan some learning opportunities to fully reflect the choices of all children, such as those who prefer to learn outdoors.
- At times, staff do not fully consider the impact of changes in the routine on children's ability to remain engaged and settled in their learning.

What the setting needs to do to improve further

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

- build on learning experiences and opportunities for those children who prefer to be and learn outdoors
- review daily routines, particularly when there are changes, to help children remain settled and more engaged.

Inspection activities

- The inspector observed staff's interactions with children across the setting.
- The inspector spoke with children and took the views of parents into account.
- The inspector looked at documentation, including children's learning journals and the setting's safeguarding policy.
- The inspector conducted a joint observation and a leadership and management meeting with the manager.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have attended training to keep their knowledge and skills up to date. They fully understand the signs and symptoms that may raise concerns about a child's welfare. Managers are good at evaluating the opportunities children experience, and they make well-considered improvements. For example, room leaders have become skilled at making detailed evaluations of children's play in order to improve mathematical activities. Staff work well with other professionals to ensure children receive a well-communicated understanding of their learning and care requirements. This is particularly effective for children who have special educational needs. Managers and staff provide a range of opportunities that appeal to children and help them make good progress from their starting points.

Quality of teaching, learning and assessment is good

Staff use their qualifications and experience to promote children's understanding of the world around them. For example, children make fruit smoothies and ice lollies and staff ask children to think about the way materials change. Overall, children enjoy activities which improve their physical skills. For example, they negotiate slopes, run around trees, and learn to balance on tyres. In general, staff understand the different ways in which children learn. For example, children are encouraged to explore and investigate as they make a treasure map and go on a scavenger hunt. Staff help children develop their language and communication skills. For example, children experiment with interesting objects in water and learn to talk about sinking and floating.

Personal development, behaviour and welfare are good

Children are consistently kind and respectful. They behave with consideration towards others. For example, children play with sand and buckets, and make sure that everybody has got what they need in order to join in. Children have great relationships with their own special key person and this provides them with a secure platform from which to make progress. Staff help children resolve conflict and develop a good understanding of the needs of others. For example, children comfort each other when they are sad and are concerned if their friends are hurt. Children celebrate many events, such as festivals, and learn from interesting resources that reflect communities from around the world.

Outcomes for children are good

Children play with good levels of independence. They have lots of opportunities to follow their own ideas. For example, children play hairdressers, write down appointment times and decide how much a new style should cost. Children use a range of positive skills in readiness for school.

Setting details

Unique reference number	EY408953
Local authority	Bristol City
Inspection number	1094291
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	67
Number of children on roll	105
Name of registered person	BBN Limited
Registered person unique reference number	RP900843
Date of previous inspection	14 May 2015
Telephone number	0117 962 9620

Manor House Nursery registered in 2005. It is located in Westbury-on-Trym in Bristol. The nursery is open each weekday, from 7.45am to 6pm, throughout the year, except for bank holidays and a week at Christmas. There are 19 members of staff, of whom 16 hold recognised early years qualifications.

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