

# Manor Farm Day Nursery

Manor Farm Middle School, Rose Avenue, Hazlemere, High Wycombe,  
Buckinghamshire, HP15 7PH



## Inspection date

Previous inspection date

28 July 2017

18 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The provider does not monitor the quality of teaching thoroughly enough to identify when teaching is less effective. For example, staff working with older children do not plan a wide range of experiences that challenges most-able children or fully promote their independence. Not all children make as much progress as they possibly could.
- Staff do not always use the key-person system effectively to meet the individual needs of each child. For example, some parents do not know that their child has a named member of staff who is responsible for meeting their child's needs.
- Self-evaluation is not effective. The provider has not identified weaknesses in practice or breaches in requirements.

### It has the following strengths

- Staff work well with other professionals to meet the needs of children who need extra support. They successfully involve these children in all aspects of nursery life.
- Children are happy and well behaved. They show kindness and concern towards each other, especially for those children who need extra help.
- Staff interact well with babies and very young children. They successfully promote their emotional well-being and their early communication and physical skills.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ provide more effective support and guidance for staff to improve the overall quality of their teaching and outcomes for children	01/09/2017
■ improve key-person arrangements to ensure that every child's learning and care is tailored to meet their individual needs and that parents are actively engaged in the process.	01/09/2017

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

- make effective use of self-evaluation to identify and address weaknesses, including breaches of requirements, to improve outcomes for children
- improve planning for older children to ensure they are provided with a wide range of challenging and interesting experiences to support their progress and developing independence.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children, and took account of their views.
- The inspector looked at a sample of documentation, including policies and children's records.

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider ensures that all staff understand their child protection responsibilities and know how to raise any concerns about a child's welfare. She ensures that staff are not left alone with children before their suitability checks are completed. Although staff receive some training and feedback on their performance, this is not fully effective at ensuring consistently good teaching. In addition, the provider does not use self-evaluation well to identify where improvements are needed, such as inconsistencies in teaching across the nursery. Overall, the provider has adequate arrangements in place for monitoring the progress of children, although this is less effective in recognising possible gaps in their learning.

### Quality of teaching, learning and assessment requires improvement

Staff provide a caring and nurturing environment for the youngest children. Staff read simple stories to babies and young children in clear voices and use simple language. Children respond by pointing to the illustrations and babbling and laughing. Staff organise interesting activities to help these children explore paint and water using different parts of their bodies. However, at other times the teaching is less effective. Staff do not consistently plan activities that build further on older children's existing skills and at these times children do not fully engage in their learning. For example, children do not really join in with a singing session and yet are told 'good singing' at the end. Staff do not provide a wide enough range of resources for a planned game of 'hospitals' to encourage children to include other developing skills into the game, such as early writing or mathematical skills. Overall, staff have suitable procedures to assess children's development. However, some newly appointed key persons have not been given the time they need to engage with parents and find out about each child's stage of development to plan for their learning.

### Personal development, behaviour and welfare require improvement

Staff suitably promote children's physical well-being. For example, children enjoy varied and nutritious meals, and have lots of opportunities to play in the fresh air. The provider ensures that children are well supervised at all times. Parents say they are happy with the care provided for their child. However, the key person system, is not yet sufficiently robust to ensure that every parent is fully engaged, to promote the highest standards of care. Children enjoy their time at nursery and are happy playing with their friends. However, staff do not organise the day well to help older children build on their developing independence. For example, staff make lots of decisions about what they will do and which resources they can use.

### Outcomes for children require improvement

Overall, most children make steady progress and gain a suitable set of skills for their future learning and the move to school. They learn about the wider world, and to share and take turns. However, due to the inconsistencies in the quality of the teaching, not all children make strong progress from their starting points as others.

## Setting details

<b>Unique reference number</b>	116768
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1070164
<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>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Partnership of Katrina Willsher & Geoffrey Willsher
<b>Registered person unique reference number</b>	RP904370
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	01494 814041

Manor Farm Day Nursery registered in 1991 and is situated in Hazelmere, Buckinghamshire. It operates from 8am to 6pm on Monday to Friday, throughout the year. There are 13 members of staff who work directly with the children, nine of whom hold relevant childcare qualifications to level 2 or above. This includes the provider who holds qualified teacher status and two other members of staff who hold qualifications at level 6 and level 4. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

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