

# Manor Pre-School Ltd

Shalom Employment Action Centre, 395 High Street North, London, E12 6PG



<b>Inspection date</b>	13 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Not applicable	<b>1</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leaders have incredibly high aspirations for the children who attend and they create a culture of reflective practice within the staff team. Leaders have uncompromising ambitions for the ongoing success of the nursery. Self-evaluation is robust and helps to sustain continuous improvement in all areas of the setting.
- Staff plan a dynamic and interesting range of activities that encourages children of all ages and abilities to develop their creativity and thirst for learning. Staff know the children exceptionally well and expertly tailor learning to children's individual needs.
- Children make rapid progress in their learning, particularly children who have special educational needs and/or disabilities. Staff ensure that all children are very well prepared for school and their next stages of learning.
- Children behave remarkably well at all times. They are confident to contribute their mature ideas and suggestions to staff, who take account of children's ideas and offer children ownership of their learning experiences.
- Leaders work consistently to engage parents and other professionals in partnerships to encourage children's ongoing success. Parents speak incredibly highly of the staff team and their children's achievements at the setting. Parents report they particularly value how staff support children to quickly gain language and communication skills.
- Staff use their detailed knowledge about and assessments of what children can already do to plan challenging and inspiring activities which children are eager to take part in. They encourage children to be independent and provide excellent opportunities for children to test out their ideas and try things for themselves.

## What the setting needs to do to improve further

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

- refine the processes for comparing the progress made by different groups of children further to help identify any emerging gaps in learning so that all children continue to make excellent progress.

### Inspection activities

- The inspector observed staff teaching practices and children's learning experiences, indoors and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff observations and planning, and a range of policies and documentation.

### Inspector

Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leaders are passionate and committed to providing exceptional early education for all children. They value the importance of retaining an enthusiastic and experienced staff team. Leaders regularly reflect on how to enrich staff knowledge even further and make excellent use of a comprehensive programme of professional development to improve practice. Leaders have secure arrangements to monitor teaching and learning and they provide staff with high levels of support. Safeguarding is effective. All staff have a highly confident knowledge of child protection matters and help children to understand about their own personal safety. For example, they plan age-appropriate activities to teach children about keeping themselves safe. Leaders have an excellent overview of individual children's progress. However, they are still in the early stages of comparing the achievements of different groups of children to target support even more precisely.

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

Staff help children to rapidly expand their speaking skills and understanding of language. There is highly effective support for children with some delay in their communication skills. For example, staff sing and use signs to model language for children and support their understanding of routines and instructions exceptionally well with picture cards. Staff encourage children's enjoyment of books and deepen their early understanding of literacy. Staff bring stories to life as they help children joyfully re-enact their favourites, using homemade props. Children use their whole bodies to explore their environment and staff plan opportunities for children to gain physical control and coordination. For example, children use large-scale painting tools to make marks on paper as they express themselves creatively with materials and gain early writing abilities.

### Personal development, behaviour and welfare are outstanding

Children develop a strong sense of belonging in this vibrant and welcoming setting. There is clear collaboration between staff members and a supportive team atmosphere. This provides an excellent model of mutual respect for children, who show care and consideration to others around them. Children settle incredibly quickly. The highly effective key-person system helps staff to establish trusting relationships with children. Staff teach children about the importance of living safe and healthy lifestyles. For example, children learn to use equipment safely as they enjoy creating their own sandwiches. Children demonstrate their pleasure in activities and anticipate events. For example, children use the visual timetable to know what is happening now and next.

### Outcomes for children are outstanding

Children excel towards the early learning goals and gain a tremendous range of skills. They are curious and motivated to explore their surroundings and show high levels of perseverance in chosen tasks. For example, children enjoy mixing water and paint together and using their senses to investigate how the materials transform. Children use their imaginations to make pretend party food in the home corner for their friends. Older children develop excellent mathematical skills and enjoy learning about letters and the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY486179
<b>Local authority</b>	Newham
<b>Inspection number</b>	1006742
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Manor Pre-School Ltd
<b>Registered person unique reference number</b>	RP534340
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02084750642

Manor Pre-School Ltd registered in 2015. It operates in the London Borough of Newham. The nursery runs three sessions a day from 8am to 11.30am, 11.30am to 2.30pm and 2.30pm to 5.30pm. It operates Monday to Friday, during term time only. The nursery employs five members of staff to work with the children, all of whom have suitable childcare qualifications. Of these, four staff hold qualifications at level 3 or above. The nursery receives funding for free early education for children aged two, three and four years.

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