

# The Manor Preschool Nursery

Morton Manor Community Centre, Wigton Road, Carlisle, CA2 6JP



## Inspection date

2 May 2018

Previous inspection date

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

- The management and staff team are well-qualified and highly experienced practitioners. They are passionate and enthusiastic about their work and have high expectations for the nursery. They work cooperatively together to provide a safe and secure, bright and homely environment for all children.
- Children gain the necessary skills needed to prepare them for their future learning. Staff carefully plan the arrangements for children's future move to school. They monitor and collect detailed information about children's learning and identify how they can best support them to make progress. Children make good progress from their individual starting points.
- Partnerships with parents are strong. Staff keep parents updated with their children's development and regularly share children's next steps in learning to help them support further learning at home. Parents state they are extremely pleased with the nursery and the progress their children are making.
- Staff are very attentive, nurturing and caring. Children and their parents build warm and trusting relationships with staff. Children are happy and settle easily on arrival. Children behave appropriately and their emotional well-being is fostered well.

### It is not yet outstanding because:

- The organisation of large group times does not always allow children to remain focused and fully engaged in their learning.
- Staff do not always maximise opportunities in the learning environment to broaden children's literacy development.

## What the setting needs to do to improve further

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

- support children further to help them remain focused and fully engaged in their learning during large group activities.
- increase opportunities to help extend children's literacy skills to an even higher level in the learning environment.

### Inspection activities

- The inspector observed the quality of teaching during the inspection indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and read the statements provided by parents and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team understand their roles and responsibilities for keeping children safe. They have a clear understanding of the signs and indicators of abuse and the wider safeguarding issues. Staff deployment is effective to supervise children well during their play. Recruitment, induction, and staffs' ongoing suitability is robustly managed. Staff update their training regularly and this leads to a knowledgeable staff team. The management and staff effectively monitor the progress of individual and groups of children and quickly identify children who are in need of extra support. Parents are fully involved. They appreciate the opportunities to come into the nursery and meet staff regularly to talk about their children's development. Managers evaluate the nursery's effectiveness accurately. They work closely with staff and parents to identify priorities for improvement.

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

Well-qualified and experienced staff complete regular observations and assessments of children's learning. They build on children's interests and include targeted next steps in activities and planning. Parents and children contribute to progress reports which supports consistency and continuity in children's learning. Staff confidently use a range of good teaching techniques. They ask challenging questions to extend their mathematical learning and encourage children to think for themselves. Children anticipate what is hidden in containers and identify letter sounds in games. They develop their creative ideas in role-play situations while learning about birthdays and writing invitations to their friends.

### Personal development, behaviour and welfare are good

The key-person system is well embedded. Staff know the children well. They manage children's behaviour positively using lots of praise and encouragement. Children learn about the importance of being healthy, for example, in discussions with staff during snack time. Children have a good understanding of sharing and taking turns and to consider others feeling. Staff promote children's physical development well. Children have regular access to a safe and secure outdoor area where they enjoy the fresh air and exercise. For example, they enjoy using the climbing wall to reach the slide and enjoy transporting bricks around the area in wheelbarrows. Staff help children to understand about the diversity of the world in which they live and to appreciate others' views. They use extra funding well to help to support those children who need it.

### Outcomes for children are good

Children make good progress and develop the skills necessary for the next stage of their learning, including school. They communicate well with staff in small group activities where they sit and listen carefully and follow instructions. Children are motivated and show persistence as they count, name colours, investigate and explore. They enjoy the sensory experiences of handling modelling foam, water or sand. Children happily choose to draw and paint pictures and creatively produce colourful kites to fly outside.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | EY498344                      |
| <b>Local authority</b>                           | Cumbria                       |
| <b>Inspection number</b>                         | 1047984                       |
| <b>Type of provision</b>                         | Full-time 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>                    | 26                            |
| <b>Number of children on roll</b>                | 45                            |
| <b>Name of registered person</b>                 | Morton Manor Community Centre |
| <b>Registered person unique reference number</b> | RP901106                      |
| <b>Date of previous inspection</b>               | Not applicable                |
| <b>Telephone number</b>                          | 01228 531105                  |

The Manor Preschool Nursery registered in 2016 and is run by a management committee of Trustees. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the manager at level 5. The nursery opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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