

Manor House Nursery School



Manor House Nursery School, 47 The Green, PETERBOROUGH PE4 6RT

Inspection date	9 May 2019
Previous inspection date	26 November 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Staff are not always placed where children need them the most. This affects the provision's ability to continuously meet children's needs well enough.
- For some children in the lower pre-school room, there is a risk of them falling behind in their learning and development. This is because the quality of teaching and learning is not good enough.
- At times, hygiene procedures are not given the highest priority. Where this is the case, there is a risk of cross-contamination that is not appropriately minimised by staff.
- Staff do not extend and challenge the learning of the eldest and/or most-able children frequently enough to help promote a faster rate of progress.
- Partnership working with other settings that children attend is not consistently strong and does not help to support continuity in some children's learning.

It has the following strengths

- Partnerships with parents are successful. Parents comment on the supportive nature of the nursery and welcome the regular feedback they get about their children from staff.
- Risk assessments have been improved since the last inspection. The premises, inside and out, are safe and fit for purpose.
- The manager and deputy manager are new to their roles. The deputy manager has a clear understanding and accurate overview of the nursery's strengths and weaknesses.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staffing is organised in a more effective way to better support children's continuous needs	30/05/2019
improve the learning experiences for individual children in the lower pre-school room, to reduce the potential risk of the gap in their learning widening when compared to others of the same age	30/05/2019
ensure that good hygiene procedures are consistently implemented by all staff to help promote the good health of children attending.	23/05/2019

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

- use more opportunities to extend and challenge the learning of the eldest and/or most-able children
- build on strategies for working in partnership with all other settings children attend to support continuity for children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery proprietor and deputy manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Anna Davies

Inspection findings

Effectiveness of leadership and management requires improvement

There are sufficient staff present for the numbers of children in the nursery. However, they are not always placed where children will benefit from them the most. Safeguarding is effective. Staff have an appropriate knowledge of the safeguarding procedures in place to protect children. Staff recruitment procedures ensure that children are cared for by suitable people. The new management team understand that the effectiveness of staff supervisions is important as the nursery moves forwards. Some training has been accessed by staff, for example, behaviour management. Additional funding received for some children is used effectively. Although the management team monitor children's progress, gaps in some children's learning are at risk of widening because the quality of teaching is not good enough. Where staff have been met with barriers to sharing information with some other settings that children attend, they have not done enough to overcome them.

Quality of teaching, learning and assessment requires improvement

The quality of teaching remains variable following the last inspection. Staff have focused on improving children's experiences in the upper pre-school room and for these children, the quality of teaching is good for the most part. However, there are times when the eldest or most-able children's learning is not extended to help them to make better progress. Babies enjoy sensory play, such as handling cereal. They share close interactions with staff and move around the activities with confidence. Toddlers enjoy painting as they experiment with different tools and the marks they make. This supports their very early writing skills. Staff generally make sufficient observations of children and identify children's next steps in learning. However, in the lower pre-school room, the learning environment is chaotic at times and does not enable staff to teach and promote children's learning as they want to. The environment gets very loud, children's play gets more boisterous, and quieter children do not benefit from any interaction.

Personal development, behaviour and welfare require improvement

The risk of cross-contamination is not always considered or minimised sufficiently by staff. For example, babies eat cereal from the floor during messy play activities, where people have walked in shoes. Also, staff do not take appropriate action when a child squeezes a tube of tomato puree straight into their mouth and then immediately squeezes some more from the same tube onto another child's plate that they then eat. Children enjoy outdoor play. They eagerly put on their waterproofs and show their increasing physical skills as they ride scooters and balance bicycles, and walk on crates, tyres and pipes. Children benefit from a healthy range of meals and snacks throughout the day.

Outcomes for children require improvement

Not all children are making expected progress from their starting points. Some children are falling behind and there is a real risk of this gap widening if the quality of teaching does not improve. Where children are making expected progress, they learn some key skills necessary for school. For example, they join in with stories, vote for their song choice and find the letters in their name.

Setting details

Unique reference number	256785
Local authority	Peterborough
Inspection number	10105129
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	103
Name of registered person	Manor House Nursery (Peterborough) Limited
Registered person unique reference number	RP535174
Date of previous inspection	26 November 2018
Telephone number	01733 572335

Manor House Nursery School registered in 1998. The nursery employs 15 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 3. One staff member holds a qualification at level 2 and three members of staff are unqualified. The nursery opens Monday to Friday from 8am until 6pm, all year round, apart from bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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