

Inspection of Manor House Day Care

Lower Ground Floor, Manor House Library, Old Road, London SE13 5SY

Inspection date: 29 October 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Inadequate |
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What is it like to attend this early years setting?

The provision is good

The provider has made significant progress since the last inspection to help raise the standard of care and education to a higher level. Staff support children with special educational needs and or disabilities effectively. Staff have high expectations of children and believe that every child has strengths. They work hard to find out what those strengths are and use these to build on children's learning, whatever their abilities. However, systems for completing the progress check at age two are not consistent. Staff care about the children and build affectionate relationships with them. Children are happy and secure and make good progress in their learning. However, on occasion, some staff do not use the correct grammar when speaking to children.

Children are well behaved. Staff support children to manage their feelings and behaviour well. For example, they give children a plan for handling problem situations and give them lots of praise. Children are eager to play and learn and have a positive attitude when they enter the setting. Staff have good relationships with parents. These begin when staff carry out a home visit before children start. Parents are encouraged to share what they know about their children. Staff continue to consult with parents about their children's ongoing progress effectively. They encourage parents to continue the learning at home. For example, 'Riley the backpack buddy' goes home with children, who share the bear's experiences with staff and children when they return him.

What does the early years setting do well and what does it need to do better?

- Staff ensure all children are challenged and interested in their learning. For example, children in the toddler room enjoy role play such as acting out 'shopping'. They develop their confidence and self-esteem as they pretend to buy ingredients for pancakes at the shop. Staff encourage children to investigate real-life experiences, use their imagination and build social skills. Children develop an understanding of mathematics as they count with money, weigh, calculate and subtract. Staff support older children to develop their literacy skills effectively. For example, children practise writing letters and their name. They recognise their names and sound out the letters of the alphabet. Staff carry out observations and assessments of children's learning to help plan for their future progress. However, the systems for completing the progress check at age two years are not consistent. Staff are good role models. However, some staff do not always model language well to support children's language skills. Children listen and respond to staff and follow instructions well, for example when they serve themselves at lunchtime.
- Staff support children to manage their own health and self-care needs. Children become aware of and value their own body, which supports their dignity and

privacy. For example, they use the toilet independently and practise good hygiene routines. Staff encourage positive messages about the importance of food. For instance, children are offered healthy meals and encouraged to drink water. The manager has introduced a 'Friday cook day'. Children and staff enjoy going shopping together to purchase ingredients to cook healthy food.

- Children learn about the wider world, and all children are offered equal opportunities to take part in all activities. This helps children feel valued and included. Staff adapt activities to meet the particular needs of children. Children learn about celebrations of different festivals, and they learn to respect each other. Staff talk positively about each other's differences and similarities.
- Staff introduce resources that stimulate and attract children with additional needs. For example, they provide light-up toys that stimulate children's senses and vision. They adapt the environment so that children with walking difficulties can move smoothly from activity to activity.
- Leaders have a strong vision for the nursery and have worked hard to address the actions from the previous inspection. This has ensured that staff practice has improved to help support children better. Leaders provide a high-quality curriculum that gives children the skills and experience they need to succeed in life. Leaders support staff and offer regular and effective supervision meetings and coaching on the spot. Staff are offered training packages to increase their professional development. Leaders and staff work well with external agencies to provide specialist support for children. For example, staff follow the advice of specialists to enhance learning at the setting. They work in partnership with parents and share important information.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the setting's safeguarding policy. They know how to recognise and respond to any signs of abuse or neglect and report their concerns to the relevant agencies. They are alert to any signs of radicalisation or extremism and have all completed recent training to secure their understanding. Staff carry out regular risk assessments and ensure all areas of the setting, including outdoors, are free from potential risks.

What does the setting need to do to improve?

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

- ensure that all staff use the correct grammar when speaking to children, to support their language development
- improve systems for completing the progress check at age two, to ensure consistency.

Setting details

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| Unique reference number | EY550201 |
| Local authority | Lewisham |
| Inspection number | 10114615 |
| 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 | 2 to 9 |
| Total number of places | 68 |
| Number of children on roll | 140 |
| Name of registered person | Manor House Day Care Ltd |
| Registered person unique reference number | RP550200 |
| Telephone number | 07572610077 |
| Date of previous inspection | 20 June 2019 |

Information about this early years setting

Manor House Day Care registered in 2017 and is located in the London Borough of Lewisham. The setting operates from 7.45am to 6.15pm, Monday to Friday, for most of the year. It employs 16 members of staff, 13 of whom hold childcare qualifications between level 8 and level 2.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector and the nursery manager.
- The inspector looked at a sample of the nursery's documents, including evidence of staff suitability and training.

We carried out this inspection 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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