

Inspection of Manor House Nursery School

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

Inspection date: 27 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident and enjoy their time at the nursery. They build strong bonds with staff and demonstrate that they feel safe and secure. Younger children show staff which song they wish to sing as they point to pictures of key characters, such as 'Humpty Dumpty'. They stand proudly repeating the words they can remember. Older children confidently sing a range of songs, including some that help them learn to count backwards from five.

Children develop good independence skills from the start. They wash their hands on arrival and frequently throughout the day. Children learn how to take off their shoes, tidy them away and also use cutlery from an early age. This also helps them to develop coordination and muscle control. Children thoroughly enjoy playing outside. They ask staff to read stories and listen to them attentively when they do. Younger children repeat numbers as staff count how many spades of sand it takes to fill a bucket. They remember what they have learned and work out that 'three plates' plus 'one more' means that there are four plates in total. Children show respect towards each other and the staff and behave well. Older children remember the 'classroom rules' and respond quickly to gentle reminders from staff should they be needed.

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

- Since the last inspection, leaders have reflected on how they organise the nursery and what they intend for children to learn. They sought support from the local authority and implemented changes successfully. Staff have received training from the local authority and online to increase their knowledge and skills. Clear direction from leaders has helped to create a calm environment. Staff are deployed appropriately to meet all children's needs.
- Staff get to know children well from the start. They gather information from parents to help tailor settling-in sessions to support children's individual needs and interests. Staff understand how children learn and develop. They give children time to practise new skills and build their knowledge so that they remember it securely. For example, younger children know that fish fingers are rectangle shapes.
- Children learn how to keep themselves safe and healthy. For example, they learn how germs may stick to their hands and why washing them using soap and warm water is important. Staff give children good explanations to help them to understand why cutlery that has fallen on the floor is not hygienic to use. The nursery provides a range of vegetable and fruit snacks, which helps children to learn about healthy food choices.
- Leaders ensure that additional funding some children receive is used appropriately to support what they need to learn next. For example, new

outdoor equipment was introduced when staff noticed that some children were less confident in aspects of their physical development due to the COVID-19 (coronavirus) pandemic lockdown. Children have made good progress, not only in their climbing and balancing skills but also in communication and language and taking turns with their friends.

- Developing a love of books and stories is central to staff practice. They ensure that children have ready access to books about the things that interest them. Staff enthusiastically respond to children's requests to read stories. For example, staff build on children's fascination with construction. They provide factual books that develop children's knowledge about construction vehicles and inspire their growing interest in books.
- Staff working with younger children are attentive and focused in helping children to learn. They talk to children as they play. However, they tend to ask lots of questions in rapid succession that test children's knowledge. In addition, staff do not always introduce new words to broaden their understanding and help them to develop a wide and varied vocabulary.
- In the pre-school room, staff tend to allow some children to dominate discussions and answer questions posed to small groups. This means that quieter children do not always have the opportunity to share their ideas and thoughts.
- Parents are very positive about the nursery and the staff. They state that their children are happy to attend and that they feel well informed about what their child is learning and what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular training and updates about child protection and wider safeguarding issues. Staff know the possible signs of abuse and neglect. They know what to do should they have any concerns about a child's welfare. Staff confidently discuss wider safeguarding issues, such as children being exposed to extremist views or female genital mutilation. Staff make effective use of risk assessments to ensure that the premises are safe and secure. Leaders follow robust recruitment processes, which helps to ensure the suitability of adults working with children.

What does the setting need to do to improve?

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

- enhance further staff's understanding of how to help younger children develop and understand a wide and varied vocabulary
- improve small-group activities in the pre-school room so that all children have equal opportunities to share their thoughts and ideas.

Setting details

Unique reference number	256785
Local authority	Peterborough
Inspection number	10107410
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 at time of inspection	1 to 4
Total number of places	72
Number of children on roll	63
Name of registered person	Manor House Nursery (Peterborough) Limited
Registered person unique reference number	RP535174
Telephone number	01733 572335
Date of previous inspection	9 May 2019

Information about this early years setting

Manor House Nursery School registered in 1998. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager. She spoke to the staff and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- A number of parents spoke to the inspector and their views were taken account of.

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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