

Inspection of Manor House Childcare

2a New Lane, Oswaldtwistle, Accrington, Lancashire BB5 3PH

Inspection date: 6 October 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to ensure that there are enough staff working directly with children at all times to make sure their needs are met. Additionally, the provider has failed to ensure that there is a designated deputy manager who is capable of running the nursery in the absence of the manager. Insufficient numbers of staff, along with poor deployment, means that staff are unable to support children adequately. Therefore, children, including those with special educational needs and/or disabilities (SEND), are not making the progress they are capable of. The organisation of the nursery is weak and creates a chaotic environment. Children spend long periods waiting between routines. They get bored and become frustrated. Consequently, children's behaviour is poor. Children regularly run inside, which creates an unsafe environment. Children's emotional well-being is not supported. Staff are unable to offer comfort and reassurance to unsettled children due to the way they are deployed. Staff focus on the routines of the day and provide adequate personal care for children. However, they do not currently have high enough expectations for children's learning.

Children's safety is compromised because staff are unable to implement some of the nursery procedures, including for safeguarding and in the case of an emergency evacuation. The manager has made some adaptations to the nursery provision in response to the government guidelines regarding the COVID-19 (coronavirus) pandemic. Parents drop their children off and pick them up from staff at the door. Children are greeted by friendly staff and they separate with ease from their parents.

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

- The provider has recently appointed a new manager, but fails to provide adequate support or work proactively with her to make necessary improvements. Insufficient support staff means that the manager is required to undertake cooking tasks or work directly with the children. This means that she is unable to maintain an oversight of or provide necessary support to new staff and apprentices. Furthermore, there is no named deputy manager to support the manager in her role. The weak management arrangements hinder the manager's capacity to improve the quality of care and education for children. The process of evaluation is not effective as it fails to identify key weaknesses relating to ratios, staff deployment, the curriculum and behaviour management, and the impact these have on children.
- There is no clear curriculum in place to provide children with meaningful experiences. The provider is not doing enough to tackle the poor curriculum to meet the individual needs of children. Not enough is done to identify gaps in children's learning, particularly for those with SEND or those in receipt of

additional funding. This is having a significant impact on the progress children are making. Consequently, children are not prepared for their next stage in learning.

- Staff have created a welcoming space for children, with some interesting natural resources for them to play with. However, staff do not plan learning opportunities which build on what children already know and can do. Therefore, children are disengaged and become disruptive, which leads to disorderly behaviour. Children are not being adequately supervised. They become very loud throughout the session, which means that staff shout over some of them to gain the attention of others. This hinders children's learning.
- Staff talk about supporting children to share and take turns. However, their practice is not effective. Consequently, there are lots of conflicts between children. They frequently snatch from each other and push and shove others when they become frustrated. Children are not being taught about self-control or how to regulate their own behaviour.
- The manager is responsible for preparing meals. Children sit together and enjoy home-cooked meals and fruit for snack. Staff try to promote children's independence by encouraging them to serve themselves. However, most children struggle as they have not developed the necessary skills required to do this.
- Staff make effective use of the natural resources outside, to promote children's physical skills and their exploration of the natural world. Children balance on tree stumps, enjoy being pushed on a swing, and play on a large tyre that they can climb in and out of. A small group of children show fascination when they find a ladybird. They hold the ladybird and talk about its features. Staff support younger children to make marks on a large chalkboard, which supports their small and large muscle skills.
- The curriculum for understanding the world is developing. Staff are beginning to support children to learn about what makes them unique as well introducing them to different cultural events and celebrations.
- The manager has developed a good relationship with local health visitors. She has started working with other agencies to access early support for children with SEND. However, she does not support staff to plan specifically how to meet the individual needs of these children. Therefore, these children are not progressing in their learning and development.
- Parents speak well of staff in the nursery. They feel they are always greeted with a friendly face. Parents are happy with the communication they receive from staff and feel they are kept well informed about what their children are doing.

Safeguarding

The arrangements for safeguarding are not effective.

The manager is the appointed safeguarding designated lead in the nursery. She has attended the appropriate training and is aware of how to report concerns regarding the welfare of children. Staff are trained in safeguarding. However, their

knowledge and understanding are not fully embedded. There is a high level of child-related accidents and incidents recorded. There is a consistent pattern of trips, falls and incidents of children hurting each other. There are no systems to monitor these to help to assess risks or to take action to reduce the number of minor injuries. The nursery's emergency evacuation procedures are not currently practised. Staff are unable to implement the procedures because there are not enough of them to carry non-mobile children safely from the first floor. Poor staff deployment and staff shortages are putting children at risk of harm.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that there is a named deputy manager who is capable and qualified to take charge in the manager's absence	04/11/2021
ensure that the newly appointed manager is provided with adequate support to enable her to focus on improving the quality of care and education provided	04/11/2021
ensure that staffing arrangements meet the needs of the children and promote their safety	04/11/2021
ensure that sufficient numbers of staff are available to work directly with the children at all times	04/11/2021
ensure that staff's knowledge and understanding of the nursery's safeguarding policy and procedure are fully embedded	04/11/2021
ensure that children with SEND are receiving the individual support they require to meet their needs	04/11/2021

ensure that the fire risk assessment and emergency evacuation procedure are effective in identifying and enabling a safe means of escape for children at all times, particularly those who are based on the first floor.	04/11/2021
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a curriculum which is clearly sequenced and focuses on building on what the children already know and can do	04/11/2021
improve the curriculum for children's personal, social and emotional development, in particular opportunities to help children learn how to share, take turns and self-regulate their feelings and behaviour.	04/11/2021

Setting details

Unique reference number	2555537
Local authority	Lancashire
Inspection number	10204049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	48
Name of registered person	Manor House Childcare Ltd
Registered person unique reference number	2555536
Telephone number	01254782530
Date of previous inspection	Not applicable

Information about this early years setting

Manor House Childcare registered in 2019. It is situated in Oswaldtwistle, Lancashire. The setting is open from 7.30am until 6pm, Monday to Friday. It operates all year round, with the exception of bank holidays and a week at Christmas.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager carried out a learning walk together.
- The inspector carried out observations of the children and staff.
- The inspector held discussions with the staff and manager regarding safeguarding.
- The inspector and the manager carried out a joint observation together.
- The inspector gathered the views of parents.
- Leadership and management discussions were held.

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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