

Inspection of Manor House Childcare

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

Inspection date: 16 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Significant improvements have been made for children since the last inspection. The manager carefully checks staff's daily risk assessments and ensures that the setting is safe. The owners and manager are committed to improving the quality of care and education they provide. The manager observes staff working with children and provides feedback, coaching and support to help them improve their practice. As a result, staff plan activities that support children to make good progress across the areas of learning. Staff recognise that some children have needed more support with their emotional well-being and social skills during the COVID-19 pandemic. This is used to inform planning, in good support of children's personal, social and emotional development.

Children are actively supported by their key person who has high expectations of them based on the accurate knowledge they have of each child. Children easily follow familiar routines at the setting. They demonstrate good listening and attention skills. For instance, they sit on the carpet at group time and join in with familiar songs and stories. Children demonstrate good behaviour and follow the routines of the day. They come inside and wash their hands after playing outdoors and wait patiently at the table while snack arrives. Children develop positive relationships with each other. They show consideration for others and learn to share and take turns. Children are eager to join in with activities and they enjoy the staff's enthusiastic involvement with them as they play.

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

- The manager makes good use of the newly introduced observation, assessment and planning systems which are effective. Ongoing training and supervisions support staff practice to continue to improve. Training for formal qualifications and short courses deepens staff's understanding and builds their confidence.
- Parents are complimentary about the care provided for their children. They comment on how effective the staff are at settling their children in when they start attending. Staff actively encourage parents to tell them about their child's achievements at home so that they can develop a wider view of children's experiences. However, not all parents are aware of their child's identified learning needs so they can best guide their child's ongoing learning at home.
- Staff recognise the importance of supporting children's communication and language development. They engage in conversations with children as they play. Older children engage in conversation with their friends, staff and visitors. They are inquisitive and motivated to learn. They engage in imaginative role play with their friends and use their good language skills while pretending to be different characters. Staff introduce, model and repeat the correct use of words. They ask children questions and listen to what they have to say. This helps children to

build on their listening and speaking skills.

- Staff provide good levels of engagement for all children and implement well-organised activities to stimulate learning. Staff deployment is effective. This enables staff to supervise children well and help them learn. For example, toddlers enjoy opportunities to play in the stimulating outdoor space where they can freely move around and practise their walking skills. Older children clearly relish the challenge of drawing around staff outdoors and trying to balance on beams and crates. They show a can-do attitude to learning as they carefully chalk around fingers while counting.
- Staff support children's emotional development well. Children are settled and secure. They receive lots of kind words from staff which helps them to feel valued. Children cuddle up to staff during stories, take staffs' hands to lead them to join in play and reach out to hug friends regularly.
- Children learn to follow healthy lifestyles. Staff provide healthy, home-cooked food and make sure that drinking water is readily available for children. They cater for children's individual dietary needs and allergies. Staff plan opportunities for children to plant their own flowers and vegetables. Staff encourage children to be independent. For example, all children are encouraged to try and serve their own food during mealtimes. Children join in familiar routines, such as brushing their teeth, which teaches them how to stay healthy.
- Staff help children to learn about different cultures, for example, by celebrating festivals from around the world. However, they do not always help children to understand their similarities and differences to promote an even greater understanding of what makes us all unique.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the management team has taken steps to improve risk assessment procedures. They carry out risk assessments to ensure that the environment is safe and secure for children. Risk assessments are reviewed and updated when changes need to be made. Staff have a clear understanding of their role to report any concerns about a child's welfare. The management team has put procedures in place to routinely check staff knowledge and understanding of child protection procedures and safeguarding issues. Senior staff, designated to take the lead for safeguarding children, undertake advanced training. Staff know what to do if an allegation was made against those who work with children.

What does the setting need to do to improve?

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

- review and adapt ways in which information is shared with parents, including more detailed information regarding children's next stages of learning, to enable

parents to continue their child's learning at home

- enhance the curriculum to help children to consistently understand differences and similarities of people, families and communities different to their own.

Setting details

Unique reference number	2555537
Local authority	Lancashire
Inspection number	10212990
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	44
Name of registered person	Manor House Childcare Ltd
Registered person unique reference number	2555536
Telephone number	01254782530
Date of previous inspection	6 October 2021

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. The nursery employs nine members of childcare staff. Of these, seven hold early years qualifications between levels 3 and 6.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk. The intent of the curriculum was discussed.
- The quality of education was observed. The inspector assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the manager.
- A range of documentation was sampled by the inspector, including evidence of the suitability and training of staff.
- The views of parents were obtained by the inspector through discussions.

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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