

Inspection of Good Manors Day Nurseries Ltd

118 Miller Drive, FAREHAM, Hampshire PO16 7LN

Inspection date: 10 August 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children have access to a range of stimulating resources based on their interests and next steps in learning. They develop good concentration skills. For example, the youngest of children manipulate dough and explore the marks they make using different tools. Older children use tools such as scissors to prepare different materials to make 'magic potions'. Most children have responded well to the changes of routine as a result of COVID-19. For example, children are dropped off at the front door and greeted by a staff member from their room. Parents collect in the evening from their children's room. This provides them with opportunities to see their children playing and to gain detailed handovers from staff.

Children demonstrate they feel safe and secure. Older children have visual aids to help them recognise and remember key events in the day. This has a positive impact on children settling in and knowing what comes next and when their parents will return. When children require comforting, they respond positively to cuddles and affection from their nurturing key person. Children behave well. They understand the rules and boundaries of the nursery and routinely follow these with few reminders required from staff.

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

- The manager has a clear intention of what children will learn from when they start to when they leave to go to school. She demonstrates a robust knowledge of child development and places a focus on children building on skills they have already learned. For example, children develop good independence as they go from using cups with lids to open cups, and spoons to a knife and fork.
- Staff know children extremely well and are empowered by the manager to use their professional judgement when supporting children's learning. The manager challenges this if required. Staff plan activities and use resources which add purpose to all children's learning and are based on their interests and what they need to learn next. Children with special educational needs and/or disabilities have their personal needs met effectively.
- Staff respond swiftly to children's emerging needs, for example identifying when babies are tired and rocking them to sleep. However, at times, staff do not organise themselves as well as possible and apply strategies that they successfully use with older children to help the newest babies settle quickly and learn the routine.
- Children make good progress. The manager works closely with staff to monitor children's learning and identify any gaps in their development. Children develop good physical skills. The youngest children explore how they can move their bodies during soft play, such as by walking up steps and finding different ways to come down slopes, while older children develop good coordination and

balance as they complete obstacle courses.

- Children persevere during tricky tasks. For example, they practise using tweezers to collect small objects from bubbly water. Staff offer encouragement in the form of specific praise, which children evidently respond well to, as they smile and repeat the skill. This helps build children's positive self-esteem.
- Staff promote children's communication and language well. They use open dialogue alongside children's play, introduce vocabulary and provide many opportunities for children to join in with singing.
- Staff feel well supported by the management team and feel comfortable to ask for help and guidance when required. However, coaching and supervision from the manager are not consistently focused on staff's professional development, to close any gaps in their knowledge or practice. This, at times, prevents staff being fully confident in all aspects of their role.
- Parents comment that their children develop good independence skills at the nursery, such as using cutlery, and also a love for singing as they share familiar songs. Although parent partnership is something that the management team devotes time and effort into, they do not always consider how parents may like to receive information about their children's development or fully encourage home learning. This reduces continuation of children's learning from nursery to home.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the designated safeguarding lead. She has a good knowledge of her responsibilities to keep children safe. She understands her role to support and guide staff. She and her senior manager, together, ensure any safeguarding concerns are recorded and acted on in a timely manner. All staff understand how to escalate a safeguarding concern outside of the nursery. They know how to appropriately respond should they have a concern about a colleague's conduct 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 the support and coaching that staff receive to focus more sharply on developing their professional development in areas that they are less confident
- review the organisation and staff practice during routine tasks to enable the newest babies to settle well, know what comes next and fully engage in activities
- review how children's development is shared with parents to ensure that all parents feel fully informed about their children's learning, next steps and learning that can be continued at home.

Setting details

Unique reference number	EY289526
Local authority	Hampshire
Inspection number	10228365
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	0 to 4
Total number of places	60
Number of children on roll	140
Name of registered person	Good Manors Day Nurseries Ltd
Registered person unique reference number	RP907689
Telephone number	01329 823222
Date of previous inspection	10 October 2016

Information about this early years setting

Good Manors Day Nurseries Ltd registered in 2004. It operates on the outskirts of Fareham, Hampshire. The nursery is open five days a week, from 7.30am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 16 staff members employed to work with the children. Of these, nine are qualified to level 3 and one is qualified to level 5.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and the manager carried out 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 manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks, risk assessments and safeguarding documentation.
- A leadership meeting was held with the inspector, the manager and the operations manager.

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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