

Inspection of Manor House Nursery

Manor House Nursery, 145 Southmead Road, Westbury-on-Trym, BRISTOL BS10 5DW

Inspection date: 4 August 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is put at risk. Some staff are not able to identify signs that may indicate safeguarding concerns. The designated safeguarding leads do not always recognise when to escalate concerns about children's welfare to other agencies and professionals.

Staff do not plan a curriculum that builds on what children know and can do to address what they need to learn next. Children spend the day playing contentedly but are not supported or encouraged by staff to develop new skills and knowledge. Some children spend large amounts of time playing silently by themselves and are not helped to choose activities that are appropriate for their stage of development. Children with special educational needs and/or disabilities (SEND) and those who require more help, do not receive sufficient attention from staff to target their individual needs. Consequently, most children are not adequately challenged or stimulated. They do not learn to concentrate or develop positive attitudes to learning and do not make good enough progress in preparation for later learning, including school.

Older children move confidently around the play areas. They initiate games, such as pretending to find fairies in the garden and helping their friends to build towers from construction blocks. Babies enjoy playing and splashing with water. They attempt to create bubbles by waving bubble wands and smile happily as the bubbles float away.

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

- The new manager evaluates the nursery accurately. She has developed ambitious plans to drive improvement but has not yet had sufficient time to embed them. Consequently, there are still a significant number of breaches of requirements. For example, the provider does not ensure that all staff and leaders can identify and report all safeguarding concerns appropriately.
- Staff do not plan a curriculum to build on children's next steps in learning. Children receive little support or challenge in their play. Some children stand and watch others for sustained periods. Other children flit between activities, or they spend much of the session doing activities that are too simple for their stage of development. For example, pre-school children complete multiple inset puzzles with ease over a long period, mostly in silence.
- The curriculum for communication and language does not meet the needs of all children. Staff do not interact with children often or consistently well. For example, staff ask children too many questions that do not require verbal responses. Some children only speak when they approach staff and initiate discussion. Nonetheless, at times, some children speak confidently with their

friends as they play and develop good vocabulary, such as talking about what 'melting' means.

- Most children are content to make up their own games. However, staff do not manage transition times well and they interrupt children suddenly during their play, such as to tell them to go for lunch. This does not support children to concentrate and engage in activities. This has also been raised as a recommendation at the previous two inspections, which shows the provider has not addressed this successfully.
- There are weaknesses with the key-person system. Some staff know their key children well. However, the provider does not support all staff to identify their key children's stage of development quickly enough. In addition, staff are not always aware if the children attend any other settings. Consequently, staff do not provide effective and consistent support to meet every child's learning needs.
- Children with SEND and those who need additional help do not make the progress of which they are capable. Staff do not always identify when children may benefit from extra support quickly enough. The plans created to target children's individual needs are not implemented effectively by staff. For example, children with speech delay take part in one activity each day to develop their speaking skills but spend most of the day playing silently.
- Staff are kind and meet children's care needs. Children happily hold hands with staff and go to them for cuddles, and confidently ask for help when needed. They draw pictures as gifts for staff to take home.
- The provider does not monitor staff or provide tailored support and coaching to develop their knowledge and skills. This has led to inconsistencies and weaknesses in staff practice, understanding and confidence. For example, although staff manage children's behaviour well overall, some do not support the older children to recognise and regulate their feelings and help them to understand the rules.
- Partnerships with parents are ineffective. Leaders and staff do not share important information with parents about their children, such as their achievements, next steps in their learning and changes to the staff team. The manager is keen to address this and has already made plans to improve communication with parents.
- Staff provide good support for children's independence. They encourage children to try to pour their own drinks and choose the food they want to eat from a young age. Older children confidently remove and put on their socks and shoes, manage their toileting needs and show their younger friends how to wipe their face after meals.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff have completed appropriate child protection training. However, staff do not know how to recognise the potential signs of all aspects of safeguarding, to be able to report concerns about children's welfare. Leaders,

including the designated safeguarding lead, do not always consider the importance of sharing information about children with other agencies and professionals. This compromises children's safety. Staff risk assess the premises effectively and provide a safe and secure environment for children. Leaders ensure there are sufficient staff present to enable them to supervise children closely. Recruitment and vetting procedures are implemented effectively. For example, staff who are still awaiting suitability checks know they are not to be left alone with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's knowledge and understanding of safeguarding, with particular regard to identifying concerns about children's welfare	26/08/2022
ensure leaders, including the designated safeguarding lead, have sufficient knowledge and understanding of safeguarding to enable them to recognise when to share information with other agencies and professionals	26/08/2022
improve the quality and consistency of staff's interactions with children to support children's communication and language skills	26/08/2022
ensure that the key-person system is effective, so that all staff know the children well and can provide tailored support to meet their individual learning needs	26/08/2022
improve the support for children who need extra help, such as those with SEND, to meet their individual needs and help them make good progress	26/08/2022
improve the arrangements for sharing detailed information with parents about children's learning and development	26/08/2022

develop links with other settings attended by children, to enable all adults working with children to get to know them and promote continuity in their learning	26/08/2022
plan a broad and challenging curriculum that builds on children's knowledge and skills, to help them make good progress in their learning	26/08/2022
improve the monitoring of staff practice and provide support and coaching for their professional development, with particular regard to improving how staff manage the older children's behaviour	26/08/2022
improve arrangements for transitions between routine tasks and activities to help children engage deeply in their games and finish their play to their own satisfaction.	26/08/2022

Setting details

Unique reference number	EY408953
Local authority	Bristol City of
Inspection number	10247596
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	67
Number of children on roll	60
Name of registered person	BBN Limited
Registered person unique reference number	RP900843
Telephone number	0117 962 9620
Date of previous inspection	19 April 2017

Information about this early years setting

Manor House Nursery registered in 2005. It is located in Westbury-on-Trym in Bristol. The nursery is open each weekday, from 7.45am to 6pm, throughout the year. There are 16 members of staff, of whom 13 hold recognised early years qualifications at level 2 and above. The manager holds a relevant level 7 qualification.

Information about this inspection

Inspectors

Sarah Madge

Mary Daniel

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- The new manager and an inspector observed an activity together and reflected on the quality of teaching and learning.
- The manager took an inspector on a tour of the nursery and explained the curriculum and the changes she intends to make.
- The inspectors had a meeting with leaders and viewed relevant documentation.
- The inspectors observed and spoke with staff and children.
- Parents shared their views with an inspector about their children's time at the setting.

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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