

Inspection of Manor House Day Care (Lochaber)

Lochaber Hall (Jack Poole Annexe), Manor Lane Terrace, Lewisham, London SE13 5QL

Inspection date: 6 February 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled. The setting caters exclusively for children aged between two- and three-years old. Children benefit from a wide range of age-appropriate toys and equipment. Leaders build a firm foundation for children's future learning by ensuring there is a suitable focus on the prime areas of learning. Children develop close relationships with practitioners, who know them well. Daily care routines are carried out with humour. Children giggle and hide as practitioners prepare them for nap time.

Children learn quickly to follow rules and instructions. They participate enthusiastically in games such as 'What's the Time, Mr Wolf?' Children begin to make friends; they work alongside each other as they help to dry off toys in the outside area. Children display high levels of independence and show great persistence as they attempt to put on their own coats. Children demonstrate their rapidly developing physical skills. They jump, balance and climb as they play outside. Mealtimes are sociable occasions. Children enjoy a healthy menu. At lunchtime, they chat confidently about their favourite foods and manipulate cutlery with increasing skill. Practitioners help children to make links with their previous learning. For example, when children climb to the top of the slide and reach towards the sky, practitioners remind them of a story about animals reaching for the moon, which they shared recently. Practitioners read the story again later in the session. Children who are learning English as an additional language smile as they correctly name the animals in the story.

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

- Children receive fresh air and exercise daily as they play in the secure outdoor area. This supports the development of their core strength and coordination. However, practitioners do not plan activities to help children to explore plants and wildlife. Therefore, opportunities to increase their knowledge of the natural world are limited.
- Practitioners understand the provider's educational programme. Overall, they implement this skilfully in their interactions with children during free-play and care routines. Practitioners know children well. They use their observations and assessments of children to plan relevant learning opportunities to support children's development. Some practitioners occasionally lose sight of what they are intending children to learn when implementing planned, adult-led activities. They focus on the process rather than children's learning needs. Consequently, children do not benefit consistently from these activities.
- Practitioners support children's language well. They repeat and remodel what children say so that they can hear the correct pronunciation. Practitioners make good use of routines, such as mealtimes, where they engage children in

conversation and introduce new words. For example, they discuss why frozen yogurt makes them shiver. As a result, children demonstrate a growing vocabulary.

- Practitioners create a happy, positive atmosphere. They support children to manage their feelings well. Practitioners are skilled at knowing when to stand back and allow children to solve their own disagreements. Children are calm and well behaved.
- Practitioners are skilled story tellers. They use props and intonation to excite and engage children in the story. Children display a love of books and reading. They frequently visit the setting's book area and ask practitioners to read their favourite books.
- The provider has a good awareness of the community and the needs of local families. The special educational needs and disabilities coordinator is knowledgeable and well trained to support children with special educational needs and/or disabilities and their families. Parents speak highly of the setting and say that they feel well supported by practitioners.
- Practitioners actively support children's health and well-being. Practitioners monitor how much water children drink and encourage them to drink more frequently. They explain to children that 'water helps your brain develop'. Children begin to understand how to stay healthy. They can independently find their own water bottles and help themselves to drinks.
- Practitioners speak enthusiastically about the children in their care. They enjoy their jobs and say that they feel very well supported to gain additional qualifications to further their careers.
- Children receive plenty of adult attention. Practitioners ensure that all children are included and have opportunities to contribute to group activities. They allow children time to answer questions and praise their input. This supports children's good self-esteem and promotes high levels of concentration and engagement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a strong culture of safeguarding at the setting. All staff receive regular training to keep their knowledge up to date. They are aware of the different forms of abuse and the action they must take should they have concerns about a child in their care. Robust recruitment procedures ensure that all staff are vetted to work with children. Staff undertake regular first-aid training so that they are well prepared to deal with children's accidents and illnesses.

What does the setting need to do to improve?

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

- provide opportunities for children to experience and learn about the natural

world

- support practitioners to understand how to deliver the provider's curriculum intent consistently across all parts of the provision.

Setting details

Unique reference number	2608905
Local authority	Lewisham
Inspection number	10251707
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	2 to 3
Total number of places	12
Number of children on roll	19
Name of registered person	Manor House Day Care Ltd
Registered person unique reference number	RP550200
Telephone number	07572610077
Date of previous inspection	Not applicable

Information about this early years setting

Manor House Day Care Lochaber registered in 2020 and is located in the London Borough of Lewisham. It caters for children aged between two- and three-years old. It is one of three settings owned by Manor House Day Care Ltd. The setting operates from 7.45am to 6pm, Monday to Friday. It employs seven members of staff, six of whom hold relevant childcare qualifications.

Information about this inspection

Inspector

Anita Rickaby

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 the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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