

# Inspection of Manor Pre-School Ltd

Shalom Employment Action Centre, 395 High Street North, LONDON E12 6PG

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Inspection date: 24 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy when they arrive at the nursery and separate confidently from their parents. The friendly staff team welcomes them in and children are eager to explore the learning environment. Staff have good relationships with children and know their key children well. Staff gain valuable information from parents during the settling-in process. The activities on offer are tailored to children's interests and needs. They also take into account what children can do and what they need to learn next.

Children are encouraged and supported positively. Staff have high expectations of children and their achievements are celebrated. Children are well behaved and listen to staff. They play happily alongside other children and are shown how to take turns and wait patiently.

Children's individual needs are identified and well supported, particularly for children with special educational needs and/or disabilities (SEND). The manager and staff have clear plans in place and share these with parents and other professionals to ensure that children's needs are met and targets are set. Bilingual children are supported by experienced staff who also speak their first language. This helps children to feel settled and secure. It also supports relationships with parents.

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

- The manager is a confident, reflective and ambitious leader. She supports the staff team well by meeting with them regularly, both individually and as a team. The manager is able to monitor staff's professional progress and can identify gaps in their learning. She is keen for staff to visit other local nurseries to gather new ideas and improve practice further. Staff have access to a variety of training opportunities, both online and face to face.
- The special educational needs coordinator (SENCo) is confident in her role. She works with key persons to look at the needs of children with SEND and supports and guides staff well. For example, she meets with staff to produce individual learning plans that help identify the children's needs and set achievable targets. These plans help staff to feel skilled to meet the needs of all the children. It also ensures that the nursery is fully inclusive.
- Parents are happy with the care and education that their children receive. They are grateful for the support that the staff provide and the flexibility the nursery offers. For example, the nursery offers children extra sessions if parents have a medical appointment that they cannot bring the child to. The staff update parents with their children's progress, both daily and, more formally, termly. Parents of children with SEND are met with regularly to monitor progress and to

gain their views.

- Children enjoy healthy food at nursery. The menu is varied and well balanced and children thoroughly enjoy it. The nursery also promotes children's oral health with toothbrushing. They provide packs with toothbrushes and toothpaste to take home and encourage parents through their regular newsletter. This promotes children's health and encourages good routines for the future.
- Staff talk to children and narrate activities and explain the routines of the day. However, at times staff do not give the children enough time to respond to a question before they are asked another. At these times, children do not make progress with their speech and language development.
- Staff help children to extend their vocabulary by introducing new, unfamiliar words. For example, while playing with the doctor's set, the staff talk about using the thermometer and how it measures a fever. During these activities, children build on and extend words they already know to develop a broad vocabulary base.
- Children and staff celebrate the diversity of the nursery. They acknowledge and respect different cultures and staff include festivals and celebrations as part of the children's learning. This enhances the children's understanding of the world around them.
- The children have access to a well-planned and well-thought-out curriculum. The manager and staff understand the importance of knowing what the children can do when they start at the nursery so that they can plan effectively for their next steps. This ensures that gaps in learning are identified quickly and plans are put in place to address these.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team are confident in their role of keeping children safe. They understand the signs and symptoms of abuse to be aware of and to whom to report their concerns. The manager is committed to keeping staff training up to date and checks their learning when they have completed the training course. The staff risk assess the nursery, both inside and outside, before the children arrive and throughout the day as necessary. Toys that are broken are removed immediately. All the staff are trained in paediatric first aid and are confident in their responsibilities.

## What does the setting need to do to improve?

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

- support staff to develop children's communication and language by giving children enough time to respond to questions and share their thoughts and feelings.

## Setting details

<b>Unique reference number</b>	EY486179
<b>Local authority</b>	Newham
<b>Inspection number</b>	10285670
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Manor Pre-School Ltd
<b>Registered person unique reference number</b>	RP534340
<b>Telephone number</b>	02084750642
<b>Date of previous inspection</b>	13 October 2017

## Information about this early years setting

Manor Pre-School Ltd registered in 2015. It operates in the London Borough of Newham. The nursery runs two sessions a day, from 8.30am to 11.30am and 11.30am to 2.30pm. It operates Monday to Friday, during term time only. The nursery employs three members of staff to work with the children. All staff hold suitable qualifications at level 3 or above. The nursery receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Laura Coletti OBE

## 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 manager 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 SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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