

The Manor House Nursery

62 Church Street, Eckington, Sheffield, S21 4BH

Inspection date	18/06/2013
Previous inspection date	27/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's individual learning and care needs are met well as staff give high priority to them. They are happy, settled and confident at the nursery with staff, who are warm and caring towards them.
- Children are able to make good progress across the seven areas of learning as they have opportunities to enjoy a rich range and effective balance of child-led and planned activities that provide interesting and challenging experiences.
- Staff know the children well and have a good understanding of how they learn. Therefore, children's individual learning and development needs are strongly met.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promote children's safety and well-being.
- Excellent partnerships with parents contribute to ensuring children's individual learning and care needs are quickly identified and met, so that they make good progress.

It is not yet outstanding because

- Children have fewer opportunities to investigate, explore and develop different interests as the outside environment is not used to its full potential as resources and equipment are not well considered or attractively presented.
- Children's personal, social and emotional development is less enriched as there is not a comfy chair or sofa in the baby/toddler room to enhance relationships and interactions.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities between the staff and children.
- The inspector supplemented observations with pertinent questions.
- The inspector held discussions with the owner of the nursery.
- The inspector also took account of the views of parents and carers spoken to on the day and of information included in questionnaires and feedback from parents.
- The inspector sampled a range of policies, procedures, records, developmental files and other documentation.

Inspector

Yvonne Layton

Full Report

Information about the setting

The Manor House Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Eckington on the border of Derbyshire and South Yorkshire and is managed by a private limited company. The nursery serves the local and surrounding area. It operates from five playrooms and there is a fully enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and level 5. The nursery also employs a cook/housekeeper.

The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 80 children attending, who are in the early years age group. The nursery offers after school care for children from the age of five to eight years. It provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend further opportunities for children to explore, investigate and develop different interests in the outside environment

- extend further opportunities for younger children to enhance personal, social and emotional development and relationships further by, for example, providing a sofa or comfy chair, so that parents, staff and young babies can sit together.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. This is because staff have a solid knowledge and understanding of the prime and specific areas of learning and how children learn. They plan an environment where all seven areas of learning are covered. This includes a high focus on the prime areas of learning. Throughout the nursery, there are books with photographs, so that children can select their own resources and written information for staff to use to enable them to support children's continuous learning. Children are eager to try the activities on offer. They move around from activity to activity with good staff support to enhance their learning and development. Staff observe children closely and

interact effectively with them. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children's learning and development needs are met strongly because staff move around the room, providing individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. For example, staff respond positively to children's interest in weighing scales by giving them ideas about items to weigh. They get the children to think about which item is heavier and lighter and what happens when they place things on the scales. Staff enable the children to make their own choices as they self-select from a good range of resources. For example, all children can freely access a wide variety of resources for early writing and art and craft.

Children are supported to use their imagination and express themselves effectively. They explore and learn about sound and texture as they make their own sensory trays from a wide variety of materials. Younger children can access activity baskets, including wooden and metal items, sea shells and bangles. Home-made and household items are widely used to expand children's learning, including pans with metal, plastic and wooden utensils. Staff encourage them to listen and make their own different noises.

There is scope to extend children's learning in the outside environment. Although, the nursery has an extensive, interesting, outdoor play area, this is not used to its full potential. Children have limited time to experience outside play and are restricted to certain areas. They are brought back to the original area if they go to another area and generally, cannot access the resources. For example, there are dolls and prams on a blanket but when children approach them, they are requested to return to the original area and return the dolls. Children can select items from the shed and staff do actively encourage them to play games, including parachute play and traditional games. Staff bring activities from inside as part of the planning of activities, such as blankets for den making. Overall, resources are, generally, not well considered or prepared. For example, a workbench is covered with leaf debris with no tools and the imaginative playhouses are not prepared with imaginative resources. Writing equipment and paper on clipboards are weathered. A den making net, in the bushes, is not inviting to children. Consequently, children have fewer opportunities to explore, experiment and develop different interests in the outdoor environment.

Children's language and communication is fostered efficiently by staff extending children's vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses. 'Mrs Browns box' is used to develop listening and communication. It contains resources, which includes small world objects, rattles and items, such as an empty crisp packet. Children select items and staff use extensive vocabulary, for example, 'crinkle' and 'tinkle'. Staff provide opportunities for the children to explore each item. In addition, interest and game bags with a variety of resources, including puppets, are used to further extend children's communication. Throughout the nursery, staff communicate with the children in a variety of ways, including using sign language to ensure all children have a 'voice' and clearly understand what is required of them. The wide use of the

written word, including children's names and written text on displays, assists them to develop their early reading and writing. Staff and children enjoy spontaneous and planned stories as they seek out favourite tales and rhymes. Throughout, staff provide opportunities to extend children's recognition of colour and number in everyday play and through planned activities. A range of resources promote future skills and encourage children to handle tools safely. Children skilfully use computers, programmable toys, magnifying glasses and access an 'IT Box', which contains items, including inoperable mobile telephones and calculators for use in role play situations.

Children learn about nature effectively. For example, they learn about plants as the imaginative play area becomes a garden centre. This is extended as they plant vegetables in the garden. Children learn about animals and the community as they visit a pet centre and a farm. They feed and learn about lambs at the nursery. In addition, learning about the community is extended by visits to local shops, the library, parks and walks in the area.

Effective procedures are in place to observe, assess and plan for children's individual progress. Activities and opportunities are planned around the children's interests, while taking into account their next steps in development. Comprehensive observations and assessments make sure children are reaching their developmental stages and are making good progress. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. They effectively provide ongoing support to children to assist them to close any gaps in their learning and provide appropriate extra challenge for those, who show any additional skill. For example, support is obtained, after consultation with parents, from external agencies to aid the staff to enhance children's communication. Children, who show extra skill and interest in early writing are challenged as they have their own writing books. Staff work together with parents with this and it also used at home. Procedures for monitoring children's starting points are effective in tracking the progress they make over time and involve parents' contributions well. This means that children are well supported and enabled to make good progress in their learning and development.

Children are fully supported in the transition from home to the nursery and when they change rooms. Staff gain a good understanding of their individual preferences, learning, interests and starting points and use this to provide experiences that allow them to flourish in the setting. Links with other providers the children attend are established by sharing communication books. Staff actively promote early learning, independence and group skills. For example, children are encouraged to put on their own coats, shoes and serve their own meals. They learn to sit and listen attentively at circle time and become used to routines. The nursery staff link effectively with schools, create photographic books and discuss with the children possible routines. Therefore, children are ready for school and good transitions are assured.

Children's learning is excellently enhanced as the setting encourages learning at home through the sharing of home observations and activity bags. Staff discuss with parents activities that children have enjoyed and give them ideas about how they can be continued at home. In addition, children's learning and partnerships are superbly enriched by themed events, including parent days, dad days and coffee mornings. These involve

discussions about play and first-hand involvement in activities, including baking, music and movement.

The contribution of the early years provision to the well-being of children

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this welcoming provision. They make a smooth transition from home to nursery, as a result of an effective key person system and settling-in process. The settling-in process is well established and led by parents' wishes and children's needs with parental and home visits encouraged. A settling-in and ongoing form is completed with information gained from both staff and parents. This is used to identify children's care, individual needs and circumstances.

Staff deploy themselves extremely well to ensure that all children benefit from secure attachments. Interactions are good. Children are secure and very comfortable with the staff and routinely seek and receive their reassurance. There is scope to enhance children's personal, social and emotional development and build on the already strong relationships and interactions by, for example, providing a comfy sofa or chair, so that parents, staff and young babies and children can sit together. All the children show confidence within the nursery and are learning to be caring and considerate towards each other.

Staff build strong, caring and respectful relationships with families. Children gain an excellent sense of self and well-being as throughout the nursery photographs of the children and of their families are displayed. In addition, as well as building relationships, links with children's learning are extended. There are photographs and written information displayed about what children do when they are not at nursery and of family events.

Children behave well because the nursery has established rules based on kindness, safety and respect. Staff consistently role model good behaviour and encourage the children to remember the rules and children respond and recall them easily. For example, when staff use the stairs, they remind children about the safety rules. Staff are skilled in engaging children in activities to make sure their play does not become over-boisterous. They quietly distract them by forming a story group or suggesting a game.

Children learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, children's learning and sense of belonging is extended as they see postcards of different holidays they have enjoyed with their families on display. Throughout the nursery, there are posters, pictures and displays that reflect and celebrate diversity. Children learn about and are involved in charity events. This enables the children to learn about other people, become more alert to the needs of others and about caring for each other.

Physical skills and exploration are, overall, well promoted as children have access to the outside area. Here, they take risks safely as staff encourage them to challenge themselves on the large equipment. Children positively learn about safety and self-care by routine

activities and discussion. For example, during an outing to look at colours in the community, they become involved in road safety awareness activities. Children learn and practise using the crossing safely and to be alert when crossing the road. This is extended into a safety theme within the nursery. Self-care is promoted as the children benefit from established hygiene routines. Children respond positively and their self-esteem is extended as the nursery supports toilet training at home by providing toilet training resource rucksacks, which the children are proud to wear. These contain items, such as stories and puppets. In addition, the nursery has recently had an environmental health assessment and gained a five star rating. This means that children's safety, health and well-being is given the utmost priority.

Regular discussions make sure staff know what is happening within families. Close liaison ensures children's needs, including, those with special educational needs and/or disabilities, are met well. All children are well prepared for any transitions in their life and for entering school. They are fully prepared and settle well into the school environment because staff make sure they are confident and prepared socially. Therefore, children are enabled to make good progress in their learning and development.

The effectiveness of the leadership and management of the early years provision

Children's experience is enhanced as the management and staff have a good overview of the learning and development requirements. Management carefully monitor children's progress records to ensure their learning and development needs are identified and met successfully. Staff clearly identify children's progress by using assessments, including the progress check at age two and summative assessments reports, on all children. The progress check at two is completed in liaison with parents and the child's health visitor.

Staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns. Parents are made aware of the role and responsibility of the staff to protect all the children in their care. For example, staff and management robustly reinforce entry to the nursery procedures, which make sure that only authorised persons have access to the nursery. Security to the setting is enhanced through additional systems, including finger print recognition access and CCTV. All of which, make sure that appropriate steps are taken to minimise risk and keep children safe and secure. In addition, there is a good range of policies, procedures and records, including monitored and reviewed accident and medication records, which effectively support the safety of the children and the management of the nursery.

Partnerships with parents are exceptional and those spoken to speak very well of the support and experience they and their child receive. They are invited to attend, at anytime, a week of parent discussion sessions. Therefore, enabling all parents the opportunity to discuss their children's progress at a convenient time for them. Daily verbal and written information is shared with parents to make sure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning. Children's experiences are extended as parents' opinions are sought and responded to. In addition, there is an extensive array of information for parents

throughout the nursery. Parents receive newsletters, have access to a website and attend social events. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

Children's safety and welfare are assured as robust systems are in place for the employment and induction of new staff. In addition, effective procedures to ensure staff remain suitable for their role are in place, effectively reviewed and maintained. Children's development and welfare is enhanced as staff complete a variety of training courses and their practice is monitored well, including by regular supervision and appraisals. Staff practice and evaluation is enhanced as, alongside management observations of practice, staff complete, self-appraisals and peer on peer observations. All of which, ensures that children's care, learning and development needs are fully met. The commitment to continually develop the provision to make sure children reach their full potential in their learning and development is evident. Children's well-being is promoted strongly as the nursery has good monitoring and evaluation in place. They complete several quality assurance schemes to effectively identify any gaps in the provision. All recommendations from the last inspection have been addressed. The staff and management are fully involved and parents' and children's views are sought to create an effective self-evaluation process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY368630
Local authority	Derbyshire
Inspection number	918391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	80
Name of provider	Manor House Nurseries Ltd
Date of previous inspection	27/01/2009
Telephone number	01246 436 006

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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