



## Little Manor Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY260941  
**Inspection date** 20 July 2006  
**Inspector** Janice Linsdell

**Setting Address** Little Manor Day Nursery, Manor Farm Road, Runcorn,  
Cheshire, WA7 1TE  
**Telephone number** 01928531974  
**E-mail**  
**Registered person** Julie Williams  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Little Manor Day Nursery opened in 2003. The nursery is individually owned and operates from a purpose built building situated in the Manor Park area of Runcorn, Cheshire. Children are cared for within three areas and have access to two secure enclosed outdoor play areas. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round except for public holidays and one week during the Christmas period.

There are currently 44 children aged from birth to under five years on roll, of whom 15 children receive funding for nursery education. Children attend from the wider communities of Runcorn, Warrington and Widnes.

The nursery employs 16 staff including the manager, of whom 10 hold appropriate early years qualifications. There are three staff working towards a recognised qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Staff take suitable measures to promote children's good health. The nursery is clean and well maintained, offering a comfortable place for children to play. Staff follow good hygiene practices to minimise the spread of infection, such as when changing nappies, wiping tables or applying sun cream to the children. Hand washing is encouraged at appropriate times so that children become aware of personal hygiene. Staff follow suitable sickness and exclusion policies so that children are protected when they are ill. A number of staff are trained in first aid and basic food hygiene, which safeguards children's health. All accidents are recorded appropriately, but records of medication administered to children lack necessary detail.

Children are beginning to learn about the importance of healthy eating. A qualified chef prepares meals which are mostly home cooked and nutritious, and the nursery has achieved a silver award from Halton primary care trust for the provision of healthy snacks and drinks. Children bring their own bottles of water or juice which they help themselves to during the day. Staff refill bottles as required and often remind children to take regular drinks, particularly during hot weather. Some children have specific food allergies and all staff are careful to ensure their dietary needs are addressed. Where possible, certain foods should be avoided on days when children with allergies are attending, to minimise children's feelings of being different from their peers.

Children are encouraged to be active. Staff support the needs of babies and young children well, encouraging them to gain control of their bodies as they learn to sit and crawl. Children are taken for walks in the local area and have frequent access to fresh air and exercise as they use the two well equipped outside play areas. They enjoy playing on wheeled toys and using the climbing equipment to develop their strength and coordination skills. There is very little shade in the front play area and although staff make sure children are well protected with sun cream, outside play should be monitored during extreme temperatures.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a safe, secure and child-friendly environment. Space is well organised so that children can move freely and can easily help themselves to

resources from low-level shelving units. Lots of attractive wall displays and a good selection of play materials creates a stimulating and welcoming atmosphere for children. Suitable furniture is available so that children can relax, play and eat in comfort, but there are limited chairs to enable staff to sit with children at lunch time.

Children are closely supervised at all times and there are good safety procedures in place to keep them safe. Surveillance cameras are positioned throughout the nursery to ensure children's safety and improvements have been made to enhance the security of the outside play. Risk assessments on the toys and premises are carried out frequently and all appliances are regularly checked. Safe procedures are followed on outings to ensure children's safety, such as an increase in staffing ratios and a risk assessment conducted prior to outings.

Children learn about safety and how to keep themselves safe because staff remind them about hazards and about taking care of themselves, others and equipment. Children's welfare is well safeguarded as staff have a good awareness of child protection issues. There is a designated child protection officer with experience of dealing with concerns about children's welfare. Some staff have attended training in child protection to enhance their knowledge, which further protects children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children are happy, comfortable and enjoy their time at the nursery because staff make sure they feel welcome, safe and supported. Staff show care and concern for the children and meet their individual needs well. For example, a child with eczema is gently soothed as staff place cool flannels on her legs during hot weather. Positive relationships between staff and children are clearly evident and children learn how to be friends and to help one another.

Staff are working well to implement the Birth to three matters framework to enhance the care of babies and young children and promote their welfare and development. Babies take part in sensory activities and enjoy exploring items in the treasure basket. They show awareness of their surroundings as staff gently encourage them to sit, crawl and communicate using gestures and sounds. Young children make lots of choices in their play as they help themselves to the wide range of good quality resources and equipment. They enjoy playing in water and sand, expressing themselves using paints and chinks, and show excitement as they make their own ice-lolly.

Children are busy and involved in a wide range of activities to promote their learning and enjoyment. They particularly enjoy weekly music and dance sessions and benefit from choosing their own books from the mobile library. All children enjoy outside play and outdoor areas have been creatively developed to offer a valuable learning experience for children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are engaged in activities and opportunities which support their development across the six areas of learning. Children arrive happy and settle quickly into activities. They develop good relationships with their peers and help each other with tasks, for example, one child shows another child how to hold the jug of water correctly using the handle. Children's independence skills are developing well as they try things for themselves, such as fastening painting aprons or spreading cheese on their toast. Children are becoming competent communicators as they talk to adults and peers at circle time. They practise their writing skills in the well resourced writing area and some children can write their own names on their work. They have some opportunities to recognise their first name, spelling out the letters and suggesting alternative words that begin with the same letter. They are also learning to recognise some words in French. Children enjoy looking at books independently and sharing books with each other, for example, as one child pretends to read the story to her friend.

Children are beginning to develop some understanding of number as they count up to 10 using their fingers and as they look at a book and count the number of tadpoles in the story. However, opportunities for children to learn about simple calculation and mathematical concepts during everyday activities are not built upon. Children are beginning to explore and investigate in their play as they look at interesting objects through a magnifying glass, such as a bee's nest or a pinecone. They learn about the environment and the wider world, for example, by talking about what they see whilst travelling in a car and by celebrating a range of cultural festivals. They skilfully use the computer which encourages their interest and understanding of technology.

Children are making good progress in their physical development as they practise their skills both indoors and outside. They show sound coordination as they use the wheeled toys and as they climb on the climbing equipment. Their fine motor skills are developing well as they hold tools correctly, complete jigsaws and join together pieces to build a train track. Children take part in activities to help them learn about health and hygiene as they paint pictures and talk about how to stay safe in the sun. They also learn about dental care through visits from a dental health nurse. There are lots of examples of children's artwork displayed around the nursery which show that children use a wide range of media to encourage their creativity. Children can express themselves using the musical instruments and they use their imagination as they access the dressing up clothes.

Staff working in the pre-school room are qualified and work well to support and encourage children's interests. The environment is very well organised and has been carefully considered to create designated areas of learning, both indoors and outside. However, the layout of the room is open plan and noise levels can increase at times, which impacts on children's ability to concentrate. Monthly topic plans include suggested activities for the children, but plans are not linked to the stepping stones or areas of learning, which makes it difficult to evidence that children receive a broad and balanced curriculum. Activity plans lack sufficient evaluation to identify any gaps in children's learning and to help staff plan for their next steps. Some observations are carried out to inform assessments of children and some good examples of children's work are kept in their scrapbooks.

## **Helping children make a positive contribution**

The provision is good.

Staff make sure that children are involved in the life of the nursery, encouraging them to make choices and decisions for themselves. Staff know all the children and meet their individual needs well. Children learn about diversity through planned activities as they celebrate different festivals, such as Easter, Chinese New Year and Diwali. Positive images of ethnicity, gender and disability are reflected through posters, children's paintings and resources, such as dolls, jigsaws and dressing up clothes. This helps children to develop a positive view of the wider world.

Staff consistently use a good level of praise and encouragement to reinforce children's good behaviour. This means that children are confident, cooperative and well mannered. They learn how to be friends and how to help each other with tasks, such as putting on dressing up clothes. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are made to feel welcome and have open and friendly relationships with staff. They receive detailed information about the children's care and education, for example, through children's day books, newsletters and notice boards. Parent meetings are held twice a year, providing the opportunity to discuss children's progress and view their work. Regular parent questionnaires are issued to seek their views and there is a suggestion box and comments book in the nursery entrance for parents to put forward ideas. Parents speak very highly about the staff and the good standard of care that children receive.

## **Organisation**

The organisation is good.

Children are well cared for and enjoy attending the nursery. There is a good mix of staff in terms of maturity and experience, and most of the staff are qualified or training towards a recognised qualification. Effective procedures are in place for the recruitment and vetting of staff to ensure their suitability and the protection of children. Staffing ratios positively supports children's care, learning and play and additional staff are employed to undertake domestic duties. Induction procedures for new staff includes health and safety and child protection issues. Staff training needs are identified through regular staff meetings and appraisal, and they receive access to ongoing training to enhance their knowledge and skills. The nursery has achieved the Investors in People award.

There are clear, detailed and well organised policies and procedures in place to support good practice and ensure the provision is effectively managed. These are reviewed regularly and updated as appropriate. Most documentation to promote children's care and welfare are accessible and well maintained, except for records relating to the administration of medication.

The quality of leadership and management of the nursery education is satisfactory. The manager is keen to develop the educational programme for children and

provides some support in helping staff to deliver the curriculum, such as sharing information, organising resources, providing access to training and arranging support from external agencies. There are some systems in place to monitor and evaluate the educational provision, but these could be developed further to enhance the quality of teaching and children's progress in their learning.

Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection, two issues were identified as areas for improvement which related to staff induction procedures and resources to promote positive images of gender.

Both of these issues have been appropriately addressed. Induction arrangements for new staff are thorough and detailed, ensuring staff are clear about their role in the nursery. This helps to safeguard children's care and welfare. Resources have been increased to help raise children's awareness of gender issues, such as posters showing men and woman in different roles, small world equipment, male dolls, and books, for example, about a female mechanic.

### **Complaints since the last inspection**

Since the last inspection, Ofsted has received once complaint relating to National Standard 2 (Organisation) and National Standard 8 (Food And Drink). A childcare inspector visited the provision on 27 July 2005. One action was raised and was satisfactorily met by the registered provider. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure that medication records contain all required details, including written consent from parents and the date and time when medication was last given to children
- monitor the amount of time spent playing outside and provide shade or alternative indoor activities during extreme heat.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation and coordination of activities in the toddler and pre-school rooms, to reduce noise levels and improve children's ability to concentrate on tasks
- increase opportunities for children to learn about calculation and mathematical concepts during every day activities
- review planning systems to ensure that short term plans have clear learning intentions which are based on observations and evaluations of what children can do to enable them to make the next steps in their learning.

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