



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218648

DfES Number: 1137

INSPECTION DETAILS

Inspection Date 13/10/2003
Inspector Name Diane Trout

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name MANOR NURSERY SCHOOL
Setting Address Manor Nursery School
Tamworth Youth & Community Centre, Spinning School Lane
Tamworth
Staffordshire
B79 7JN

REGISTERED PROVIDER DETAILS

Name Miss Patricia Elizabeth Faux

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Manor Nursery School opened in 1978. It operates from two rooms within Tamworth Youth and Community Education Centre. The nursery has access to the sports hall and outdoor play area. It is situated in Tamworth town centre. The nursery serves the local and surrounding areas.

There are currently 23 children from 3 to 5 years on roll. This includes 18 funded three-year-olds and 1 funded four-year-old. Children attend for a variety of sessions. The group supports children with special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00.

Three full time staff work with the children. The Head Teacher is a qualified teacher. Two staff have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership(EYDCP).

How good is the Day Care?

Manor Nursery School provides good quality care for children. They use space and resources imaginatively to create a stimulating, orderly and supportive environment for children. Policies and procedures are implemented which are regularly reviewed, individual to the nursery, and children are happy, settled and confident and make good progress in all aspects of their development. They develop warm and trusting relationships with staff within a safe and secure environment.

A wide range of activities are planned and presented in a thoughtful and imaginative way. Children are involved and interested in chosen and structured activities that provide stimulation and challenge. They are keen to learn and develop new skills. The quality of interactions significantly enhances the children's development. Children are provided with opportunities to explore and investigate their immediate and surrounding environment. Staff have high expectations of children, who respond

and behave well.

Staff develop friendly, trusting relationships with parents. Parents are listened to and kept fully informed about the nursery and their children's progress. Opportunities to access records and talk to staff are readily available. Parents are given information to involve them in the nursery plans and reinforce their children's learning.

What has improved since the last inspection?

Not applicable as there were no actions or recommendations made at the previous inspection.

What is being done well?

- Staff implement policies and procedures, which are clearly understood, individual to the nursery and have a positive impact on the children.
- The quality of interactions significantly enhances all aspects of children's development. Staff have high expectations of children and they behave well.
- Children are confident, involved and interested in the wide range of activities planned by staff to develop children's knowledge and understanding. Activities are presented in an imaginative and thoughtful way.
- Staff have a high level of awareness of all risks to children's health and safety. They take all reasonable steps to keep children healthy and ensure the physical environment is safe and secure.
- Parents are listened to, develop trusting relationships with staff and are kept well informed about the nursery and their child's progress.

What needs to be improved?

- the provision of the new government booklet regarding child protection policies and procedures.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	Ensure the new government booklet regarding child protection is available to staff and parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Manor Nursery School provides a happy, secure environment where children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good, secure knowledge and understanding of the foundation stage curriculum and the early learning goals. A wide variety of exciting and challenging practical activities are planned for in and out of doors. Staff use every opportunity for children to learn. Resources are of good quality and are generally well organised to encourage children to become increasingly independent. Staff question and challenge children during planned and spontaneous activities, to make them think, solve problems and make decisions. The quality of interactions significantly enhances the children's development.

Staff keep records of children's progress through ongoing assessment and observation. A detailed and well planned curriculum which builds on what children can do, is written after consultation with all staff.

The leadership and management of the nursery is very good. Staff are clear about their roles and work very well together as a team. A system is in place to monitor the quality of teaching and identify and address any training needs.

Partnership with parents is very good. Parents are listened to and kept fully informed about the nursery and their children's progress. Opportunities to access records and talk to staff are readily available to working and non-working parents. Parents are given information to involve them in the nursery plans and reinforce children's learning.

What is being done well?

- Children communicate well with each other and adults and they build warm, trusting relationships with staff. Children respond well to the staff's high expectations and behave well.
- A wide range of stimulating and exciting activities build on children's interests and develop their imagination and skills. Staff set challenges for all children that increases their thinking and skills.
- Children have good listening and speaking skills. Staff value what children say and do; effectively model and reinforce language and promote enjoyment of stories and books.
- Children are confident to explore and investigate, share experiences and be challenged.
- Staff work very well together as a team to provide a friendly, supportive environment. They work in partnership with parents to support, build on and

extend children's learning and development.

What needs to be improved?

- Point for consideration.
- ensure appropriate equipment is readily available for older and more able children when participating in some creative activities.

What has improved since the last inspection?

The nursery has continued to provide high quality education for the children. The staff have continued to monitor the effectiveness of the provision through evaluation of the curriculum planning and teaching practice. Effective systems in place that are regularly reviewed and evaluated. Any identified weaknesses are addressed by implementing an action plan.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children are well behaved, confident and eager to learn. They are proud of their achievements. Children build warm, trusting relationships with staff, demonstrate care and consideration and are beginning to understand the consequences of their words and actions. They select work for themselves with increasing independence and take care of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication language and literacy is very good. Children enjoy handling books and listening to stories. They interact well with each other and adults using an increasing vocabulary and negotiating skills. Children are confident when singing familiar songs and rhymes. Children have very good opportunities to recognise familiar words and develop their writing skills in a variety of play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Children are familiar with number rhymes and exploring in practical ways the concepts of addition and subtraction. Children use opportunities well to explore concepts of weight, shape and size through a wide range of practical activities. They use mathematical vocabulary correctly in their play. Children learn to develop their mathematical skills and knowledge during everyday routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They have opportunities to explore their surroundings and, through objects and living creatures, the wider and natural world. They are beginning to learn about other cultures and beliefs. Children use opportunities well to explore and investigate objects and materials and develop their computer skills. They are developing a sense of time by talking about events in their lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in the area of physical development is very good. Children are becoming confident when using equipment to develop gross and fine motor skills. They show control of their bodies when running, dancing, climbing and balancing. Scissors, brushes and pencils are used with increasing confidence. Children have a good awareness of hygiene practices and eating healthily.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children are becoming confident when using creative materials and enjoy seeing their work displayed. They are provided with good opportunities to explore colour, shape, texture and music. Children are confident when singing familiar songs and rhymes. They use instruments to create their own sounds and music. Children use the role play areas to use their imagination and express their feelings and ideas through play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration.
- ensure appropriate equipment is readily available for older and more able children when participating in some creative activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.