

Manor Nursery School

Inspection report for early years provision

Unique reference number 218648
Inspection date 16/12/2010
Inspector Dianne Sadler

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Manor Nursery School is run by a private provider. It opened in 1978 and operates from two rooms within a community building. It is situated in Tamworth town centre. A maximum of 19 children may attend the nursery at any one time. The nursery is open Monday to Friday from 9am to 12pm during term time only. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll, all aged within the early years age group. Children come from the local and surrounding areas.

The nursery employs two members of staff who hold appropriate early years qualifications. The headteacher is a qualified teacher. Two additional volunteers assist at the nursery. One assistant has a level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective with robust policies and procedures that ensure all outcomes for children are outstanding. The experienced and qualified staff establish exemplary partnerships with parents and other carers to ensure each child's individual needs are recognised and their protection assured. Rigorous and extensive monitoring and evaluation systems enable the nursery to have an accurate understanding of the settings strengths and areas in which further improvement can be achieved. The nursery has an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop activity sacks for parents to loan to further improve children's learning at home.

The effectiveness of leadership and management of the early years provision

The nursery has a comprehensive understanding and working knowledge of how to successfully safeguard children. Staff demonstrate a thorough understanding of child protection procedures and maintain extensive policies and procedures which ensure children's safety is always given top priority. The nursery has effective recruitment procedures in place and all staff are dedicated and motivated. They

attend a wide range of training events throughout the year. As a result, staff have high expectations of themselves and the children's achievements. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. For example, children are escorted and behave extremely well when accessing the toilets and sports hall located within the community centre. All aspects of the environment are subject to systematic risk assessments, including outings children participate in. The whole staff team have been involved in the self-evaluation process and have put in place comprehensive self-evaluation systems and audits. The strengths of the nursery are identified and clear annual action plans are implemented. This ensures all outcomes are maintained at an optimum.

The nursery is highly committed to ensuring all children and their extended families contribute positively to a fully inclusive setting. The excellent relationships developed with parents and other educators such as childminders contributes to the success of all children's learning and care. Staff are constantly looking for ways to improve the procedures that are in place. For instance, they have attended a 'Developing parent partnership' course and as a result are auditing the skills of parents in order to involve them in the nursery. Some parents have now volunteered to read stories to the children and activity sacks are being provided for parents to loan and take home. This will further strengthen partnerships with parents and ensure children can continue their learning at home.

Children enjoy freely accessing all available areas which include bright and stimulating playrooms, a large sports hall and a secure garden. An excellent range of good quality resources are stored and displayed well, inviting children to make superb choices and good decisions about their play. The environment is rich in positive images of diversity and children have excellent opportunities to learn about the society in which they live. For instance, they enjoy visiting the local church and help with fundraising by making attractive decorations for a Christmas tree. They enjoy making bells out of card and decorate with glitter, felt tip pens and shiny Christmas shapes.

The quality and standards of the early years provision and outcomes for children

Staff undertake skilled, sensitive observations which are recorded in children's 'My story' books and their 'Memory books'. These are shared with parents. Full use is made of the information gained from assessments and comments from parents to plan children's future learning. As a result, all children make significant gains in their learning as activities are driven by their needs and wishes. Staff provide a well-balanced programme of activities each term that includes sessions where from the moment they arrive children choose the resources they want to play with and activities they want to participate in. On these days staff skilfully draw out children's learning and ensure appropriate levels of challenge are available for all. This results in children making superb choices and being eager and confident to make their own decisions with a real enthusiasm. For example, children confidently suggest the castle and train-set to play with, developing very good skills in negotiation. They are asked to consider where in the environment the toys should

be set up. After some deliberation they decide the train would be safer on the floor. This encourages children to learn how to keep themselves safe.

Children also have superb opportunities to develop their understanding of how to lead a healthy lifestyle. For example, when children choose to play in the sports hall they develop their physical skills very well by copying the adults to stretch, touch their noses, knees and toes. Children show excellent coordination as they balance on one foot, hop and jump around the hall. They use their imagination extremely well at this time pretending to gallop like a horse or choosing to move like a frog. Children that are more cautious sit and watch the others and are encouraged to join in when ready. This promotes their confidence and very good self-esteem. Children learn about their bodies when, after the exercise, they put their hands on their hearts and are asked to consider whether it is beating fast or slow. They use language for thinking very well when deciding their hearts beat fast because they have been running.

Children's levels of concentration are excellent as they sit on the floor with staff for registration time. Children discuss how they feel, supported by a board on the wall showing faces with different emotions. One child states, 'I feel happy' and uses his imagination very well as he describes going to the beach on Monday. Children use their language for communication very well as they confidently name the day of the week and month. Their numeracy skills are successfully promoted as they inform the adult what date it is and recognise the number 16 on the calendar. Children also have excellent opportunities to be creative and explore different media and materials. For example, they thoroughly enjoy standing up to the table to create collages using materials, such as shiny beads, crumpled paper and shiny shapes themed around Christmas. They share the resources very well and take turns using the hole punch.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met