

Little Manor Day Nursery

Inspection report for early years provision

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Inspector Sue Anslow

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Little Manor Day Nursery opened in 2003. It is privately owned and operates from a purpose built, single storey building in the Manor Park area of Runcorn, Cheshire. Children are cared for within three separate rooms and have access to two safely enclosed outside play areas. The nursery is open each weekday from 8am to 6pm all-year-round except for public holidays and one week at Christmas.

The nursery is registered on the Early Years Register. A maximum of 56 children may attend the nursery at any one time. There are currently 43 children aged from birth to under five years on roll, in full and part-time places. There are 10 members of staff, eight of whom hold early years qualifications. The nursery provides funded early education for three-and four-year-olds and works closely with advisors from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and ambitious leadership has a very clear vision for the nursery and has successfully created an inclusive environment. Systems to evaluate practice are generally effective and reviewed regularly with input from parents and children. The nursery works very well with parents and enjoys close relationships with early years advisors and staff in local schools. Children make good progress in their learning and development and staff follow clear policies and procedures to ensure welfare requirements are mostly well managed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the range of resources reflecting diversity.

The effectiveness of leadership and management of the early years provision

There is strong emphasis on safeguarding, with comprehensive policies and procedures clearly understood by staff and parents. Staff fully understand their responsibilities to safeguard children's welfare and the majority of the team have attended relevant training. Clear vetting procedures ensure that all staff working with children are suitable to do so. The environment, both indoors and outside, is subject to thorough safety checks and staff are vigilant with regard to common hazards, whilst allowing children to explore and experiment. For example, staff clear the pathways of wet leaves to allow wheeled toys to roll down the slopes without skidding. Policies and procedures support the childcare practice very well and most records are kept as required. However, the wording about permission for emergency medical treatment is unclear.

Management has a clear sense of purpose about what it is they want to achieve and have built a committed staff team. They are forward thinking and proactive in their outlook and involve staff in planning and decision making. The highly motivated and experienced manager ably supports the development of her team and instigates changes where necessary. This optimises a good learning environment for the children. Regular staff meetings and a successful training needs analysis ensure they keep up to date with changes and learn new skills. Three of the senior staff are currently working towards a degree in early years. Self-evaluation processes are in place and constant reviews take place. The recommendations raised at the last inspection have been satisfactorily completed and many areas have been improved to maximise children's enjoyment and learning. An inclusive and welcoming service is provided at the nursery and staff strive to engage with each child and their family and challenge any negative behaviour or discrimination.

Partnerships with parents and others are valued and promoted extremely well. Information is exchanged verbally and in written form through newsletters, home diaries and notices. Attractive and colourful displays keep parents informed of what children are doing in the nursery and how their progress is being monitored. Parents are encouraged to get involved in nursery life by joining in social events and fundraising activities. They also contribute to their children's development records by reporting on what they do at home. Children benefit from the staff's close liaison with teachers in local schools and reciprocal visits are promoted. Children's individual requirements are monitored closely and staff work well with early years advisors and other specialists when required.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key worker system to support each child. Children make excellent progress towards the early learning goals and staff use their observations of children's interests and abilities to inform the planning of appropriate activities. Children of all ages arrive excited and eager to experience the wide range of activities and resources in each room. The recent acquisition of wooden building blocks in the older children's rooms leads to the creation of pirate ships or castles, as the mood takes them. Babies and young toddlers thoroughly enjoy climbing up and down the small wooden staircase and slide as they develop control over their arms and legs.

Each of the three playrooms has easy access to an outdoor play area and doors are open for the majority of each day to allow children to choose where they want to play. In addition, a woodland garden has been created for children to make dens from various materials. They climb and balance on the narrow raised walkway or collect materials to put on the compost pile. They benefit tremendously from attending a nursery in a rural setting. They can watch birds and squirrels having fun amongst the trees or walk down the road to see fields of horses and ponds full of ducks and frogs. Children learn through play and the provision of

meaningful 'real' resources. They make lunch in the home corner with dry pasta and rice, poured from food packets found in any kitchen. They use dustpans and brushes to help sweep the floor and make shapes in the sand with builders' trowels and cutters. Children learn about the wider world and people who look different from one another through appropriate activities and discussions. They enjoy celebrating festivals and tasting different types of food. Staff are keen to extend resources reflecting diversity.

Activities are planned daily in response to children's individual needs and the continuous provision of certain resources allows children to learn new skills or repeatedly practise what they know. Staff are on hand to help, guide or ask appropriate questions to encourage children to think for themselves. Through staff's good role modelling and enthusiastic praise, children's self-esteem is optimised. They enjoy looking at photographs of their families and creating pictures and collages to hang on the walls. They play cooperatively and behave extremely well, as they learn to share and take turns. Learning is made fun and children are encouraged to try things for themselves. They serve their own meals and snacks, brush their teeth and throw used tissues away in the bin. A well-balanced diet is provided throughout the day and children benefit from healthy choices, including fresh fruit and vegetables.

All areas of learning are fully incorporated into the weekly activities. Children explore their environment and investigate how things work. They fit body parts into the skeleton, study the veins in a leaf through a light box and mix ingredients to make natural yoghurt. Staff are extremely skilled at spotting opportunities to support children's learning. For example, turning the home corner into a baby clinic at a time when several parents are pregnant, or taking photographs of different rooms in the schools children will be moving on to in order to make the transition easier. Babies and young toddlers delight in having a bright airy room filled with colourful and musical toys to explore. Natural materials and different textures are used extremely well, enhancing children's play and learning experiences. Children are animated, friendly, interested and full of enthusiasm and ideas about what they want to do and how they want to do it.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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