

Manor Green Nursery

Inspection report for early years provision

Unique reference number EY399613
Inspection date 02/02/2010
Inspector Susan Lyon

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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*.

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Description of the setting

Manor Green Nursery was registered in 2009 and is one of three nurseries run by the provider. It operates from one main room, which is divided into two separate play areas in a purpose built building. It is situated in the Haughton Green area of Denton. The nursery is open each weekday from 7.30am to 6pm all year. All children share access to an outdoor play area. The nursery is registered to care for a maximum of 54 children at any one time on the Early Years Register. The nursery employs 12 members of staff, of these nine hold appropriate early years qualifications. The setting supports children with special educational needs and children who have English as an additional language. There are currently 53 children on roll. The nursery receives support from the Early Years Advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to play. Staff have a good understanding of the Early Years Foundation Stage (EYFS) framework. They provide a rich learning environment covering all areas of learning. Good observation and assessment arrangements help children make steady progress. Children's safety and welfare is promoted well. All children are included and their individual needs met effectively, although resources reflecting positive images are limited. All documentation is in place. The setting demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- provide positive images to help children develop an awareness and respect for equality and diversity.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted well through daily safety checks and detailed written risk assessments to the premises and outings. Numerous measures in place create a safe and secure environment. An emergency escape plan is in place and practised regularly with children contributing to their safety whilst on the premises. All documentation is in place to ensure the safe and efficient management of the provision. Children are protected through staff being qualified and vetted and having a good understanding of child protection procedures. Staff are deployed well to respond to children's needs promptly and sensitively. The manager leads the staff team and motivates staff through acting as a positive role model and giving responsibility, such as designating a special educational needs coordinator. Regular staff meetings are used to reflect and

evaluate practices to identify strengths and areas for development. For example, cleaning rotas and schedules have recently been put in place and policies are now reviewed annually. Feedback is sought from parents by giving out questionnaires. Thorough steps have been taken to complete recommendations from the last inspection, such as developing partnerships with local schools and other agencies enhancing the care and well being of children. Staff are highly committed to improving the service by attending on going training to update their knowledge and skills.

A parents as partners policy is in place and clearly states 'parents are the most important people in children's lives and their first educators.' For example, parents are welcomed into the setting and are at ease talking to staff. They speak highly of the care provided. Parents are involved in children's learning and development through daily chats and the sharing of children's learning journeys. New parents receive a wealth of information, such as a comprehensive range of policies, menus and an information leaflet. Relevant information regarding the uniqueness of each child is obtained from parents, such as cultural needs, likes, fears and first language. Children's individual needs are discussed with parents and recorded on enrolment forms including health and dietary needs. Children benefit significantly from strong links between home and nursery as parents are invited to take home activity boxes and record observations which are then used by staff in planning purposeful activities.

All children are included and individual care plans for each child identifies their individuality and uniqueness. Diversity is valued through recognising festivals from other cultures. For example, children write Chinese symbols, they make candle holders for Divali and send Eid cards. Children with English as an additional language are supported well. Staff respect and value children's cultural background as they use words from the child's home language to help them settle. Staff help children develop English and visual symbols are widely used to aid communication. Linguistic diversity is valued as signs in Mandarin are displayed around the room. The building and learning environment is suitable for all as it is on one level, has an adapted toilet and wide doorways. Children benefit significantly as staff support children's transition to other rooms or settings well. For example, they take photographs of teaching staff to show to children and parents and attend transitional meetings with children to help them become familiar with the surroundings. Teaching and nursery staff communicate well regarding children's needs and development resulting in clear progression and continuity of care and learning. The setting works well with other agencies through implementing individual plans, sharing information and attending meetings in order to help children achieve and progress.

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

Children are highly motivated as staff talk to children and encourage them to play and learn. Staff have a good understanding of the EYFS framework and provide a rich learning environment covering all areas of learning. Drapes, lights and mobiles create an appealing and inviting setting for babies and young children. Children

respond to simple instructions and frequently initiate conversations. Children listen with enjoyment and respond well to stories as they excitedly shout out familiar words. Children love to be outdoors and are curious about the environment as they go for walks to look for mini beasts. Babies reach for and handle objects and explore materials with their hands and mouth. Children select and use activities independently, such as pouring their own drinks. Babies seek to do things for themselves, such as feeding themselves with a spoon. Children say and use number names as they successfully count the plates at lunchtime. Children move in a range of ways as they excitedly run outside to play.

Children ably use tools for a purpose, such as cutters in the play dough. Children engage well in activities requiring hand and eye coordination and use imagination in art as they create collages, paintings and drawings. Children freely explore the environment as they easily access play resources. At times, they benefit from adult led activities, such as stories and circle time. Children investigate objects and materials using all their senses. Staff find out what children can do on entry to the setting through completion of all about me forms. They ensure each child makes progress and achieves well through good observation and assessment arrangements. Staff help children to learn to keep themselves safe through frequent discussions. Children show they feel safe as they move around freely and confidently. Strong emphasis is placed on an effective key worker system contributing to children's care and well being.

Children benefit from fresh air and exercise every day. An exclusion policy and use of paper towels help prevent the spread of infection. Appropriate action is taken when children are ill and children understand the importance of hand washing as they say its to get rid of germs. Children make healthy choices at snack times and water is freely available keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration, and as a result children have great fun and enjoy themselves at the setting. Children enter the setting confidently and enjoy positive relationships with each other and staff. Children feel a sense of belonging and are actively involved in making choices. However, resources reflecting positive images of equality and diversity are limited hindering children's awareness of the wider world. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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