



Mary Manor Nursery

Inspection report for early years provision

Unique Reference Number	EY285123
Inspection date	09 November 2005
Inspector	Sheila May Price
Setting Address	St Andrew's Community Centre, Rake Lane, Wallasey, Merseyside, CH45 5DQ
Telephone number	0151 630 0111
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Registered person	Mary Manor Nursery Ltd
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.

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 satisfactory. 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?

Mary Manor Nursery is run by Mary Manor Nursery Ltd. and was registered in December 2004. It operates from St Andrew's Community Centre in Wallasey and serves the surrounding district. The nursery has sole use of the centre during the times it operates which includes both a classroom and large hall. There is an enclosed outdoor play area.

The provision runs term time only from Monday to Friday 08.30 to 17.30. It is

registered to cater for a maximum of 24 children aged from 2 to 5 years at any one time. There are currently 30 children on roll of whom 23 receive funded nursery education. The provision supports children with special needs. There are 6 staff including the manager of whom all have appropriate childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children take part in some vigorous exercise at every session to support a healthy life style. A suitable period is provided for children to rest who stay all day so they have a balanced and healthy routine. The programme to support children's physical development is effective in helping funded children make good progress in this area of learning as they climb on large apparatus, practice skills in aiming and catching, move in a variety of ways with increasing co-ordination and balance. Children learn to handle tools and small equipment to develop their fine motor skills.

Children develop good habits in personal hygiene through established routines such as washing their hands before eating and after going to the toilet. They carefully put tissues in the bin after wiping their noses to stop the germs spreading. Staff keep the premises and toys clean and use good hygiene practices to deal with nappy changing or toileting accidents to maintain a healthy environment. When children are ill or have medical needs good procedures are in place to ensure they are well looked after and parents are given clear information about the sickness policy so they contribute to preventing the spread of infection.

Children eat food provided by their parents at lunch time but the playgroup also provides light morning and afternoon snacks with fruit to contribute to the nutritional balance of their daily diet. The staff have a good understanding of children's individual dietary needs and have been trained to deal with allergic shock as an additional safeguard. The children bring in their own bottles of water or can ask for a drink at any time to ensure they drink sufficient water for their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in an environment which is safe and secure both indoors and out. This is achieved through the persistence of the manager in following up maintenance agreements so the part of the premises where children are cared for is well maintained and suitably heated. Children remain secure because staff maintain a guard at the door as children arrive and depart to ensure they do not wander out. Thereafter the outer door is secured to prevent access by intruders.

Children learn to move about safely both in confined spaces and in the hall because they are encouraged to be aware of others and the space around them. They learn to handle equipment like scissors safely and are well supervised to prevent accidents. Regular fire practices are carried out using the alarm so that children become familiar

with this and know what to do. Children stay safe when playing outdoors because perimeter gates are secured and when children are taken into the community there are well written risk assessments carried out identifying hazards and safety procedures to be followed for children's protection.

The manager has a secure understanding of child protection issues and procedures for working in partnership with others to safeguard children. Staff update their knowledge and awareness of signs and symptoms of abuse and the procedures for handling a concern or dealing with an allegation. This ensures children are well safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and are happy at the nursery. They confidently enter the classroom and engage in activities of their own choice in the welcoming environment. Young children play imaginatively. For example, as they play with the dinosaurs they show their big teeth and roar. Older children sustain interest in activities for a long time when staff join in their play as they build a rail track. The staff plan a broad range of activities that support children's all round development and are beginning to use the Birth to three matters framework to do this. There are good opportunities for young children to explore their world through music and movement. However, children do not freely and regularly explore a wide range of materials both wet and dry to experience different textures tastes and smells. Sometimes, by taking groups out into the hall, activities are taken out of meaningful contexts which does not help children make connections in their thinking and creativity.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan and provide a suitable programme of activities to cover all aspects of each area of learning over time. This supports children in making steady progress towards early learning goals. Learning aims are not always clearly identified for staff on the daily plans or how these should be adjusted for different children. As a consequence, some staff miss opportunities to promote learning and children do not always understand the purpose of an activity such as why they are decorating a wreath.

Children respond well to the staff's quiet and calm approach and are eager to please. They have confidence to share experiences with staff, for example, about Bonfire Night, but their interests are not always picked up by staff and used as a springboard for further learning.

Children talk about shape and size as they play with the dinosaurs and build towers with bricks. They enjoy holding up numbers and putting them in order when singing ten green bottles. However, they do not make calculations or solve mathematical problems as part of every day routines because staff rarely identify and use these opportunities.

Children listen and respond well to instructions and learn new vocabulary during

topics, but more able children are not often encouraged to explain things to others to use language for thinking. The structured worksheet approach to letter recognition is used before children have gained a good awareness of sounds in words through word play and rhymes which affects their progress. Too much emphasis on developing children's fine motor skills hampers their enjoyment of early mark making and there are few meaningful contexts for children to write for a purpose. Children learn to read their names and enjoy looking at books together.

Children use their imagination well as they play with the railway and make creative designs as it is built. They sing 'I'm a little teapot' spontaneously as they play and clap rhythms to music showing their enjoyment and skill in music making. They enjoy dressing up, although this is done in isolation from the role play area which makes it less meaningful to them. The art and craft activities are often restricted in creative opportunity through staff giving too much direction. Children explore the outdoor environment and seasonal changes but do not often investigate materials and how they change to develop enquiring minds. They make little use of computer technology.

Staff use some observations from their daily involvement with the children to assess what they can do and need to learn next. However, they do not have a structured approach to making observations in areas of children's development that are not so readily apparent and record these to help when completing the assessment record. The assessment record is used to report to parents what children have learnt but not to identify what children need to learn next to support their progress.

Helping children make a positive contribution

The provision is satisfactory.

Staff greet children warmly and establish trusting relationships which encourage children to share their experiences and feelings and develop a sense of belonging. Children learn independence through having some responsibility for making choices during free play times. They learn to share and take turns and play co-operatively in group activities. Staff act as good role models and encourage children to behave well by giving praise for good behaviour and setting clear boundaries. Sometimes staff avoid giving children the chance to show how responsible they can be which limits their social development and chance to make a contribution.

The nursery offers an inclusive service and makes sure that all children are able to take part in activities whatever their capabilities by giving extra staff support when needed. Staff work well with parents and other agencies to ensure children's individual care needs are met. Children learn to have respect for all members of society when they invite elderly neighbours to special events. Children develop an awareness of diversity when looking at their own similarities and differences. Some good resources and posters which reflect positive non stereotypical images of race, culture, gender and disability are not frequently enough displayed. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are given information about how the nursery operates in the welcome pack which helps them understand how children are

being looked after. They in turn share information which staff use to meet their child's needs. Newsletters inform parents about special events. However, parents are not kept well informed about the educational programme and how they can make a contribution to children's learning. Children's ongoing progress is shared and a final report issued when children leave.

Organisation

The organisation is satisfactory.

Staff are very experienced and suitably qualified to promote children's good health, learning and development. Appropriate methods are used to ensure all people who work with children complete suitability checks so children are safeguarded. Most staff have sufficient knowledge of the Foundation Stage to help funded children make satisfactory progress towards early learning goals and there are arrangements to start using the Birth to three matters framework in planning and assessment.

Staff carry out health and safety procedures well for the safety and protection of children and all records are well maintained. There is good deployment of staff to ensure ratios are met and to meet individual needs. The training programme keeps staff updated on health and safety issues. Staff mostly organise the equipment well to support learning and use good displays to create a stimulating environment.

Leadership and management for the nursery education is satisfactory. Senior staff all have designated roles so that they share the overall responsibility for the educational provision. They all contribute ideas to planning and regularly meet to discuss children's progress, working well as a team. However, because staff work part time there are difficulties in ensuring that quality in teaching is consistent. There is no system of evaluation to monitor the effectiveness of the educational programme to continue making improvements in teaching and learning.

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

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since 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):

- improve organisation of resources so that young children have regular access to a range of materials to explore with all their senses and can make connections from one activity to another when using their imagination and being creative.

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):

- ensure all staff have a clear understanding of the intended learning outcomes planned for children each day; make better use of every day routines to encourage children to solve mathematical problems; and use more meaningful contexts and practical situations for teaching early reading and writing
- improve the range of observations made on what children can do and use the assessment profile as a basis for identifying what children need to learn next in planning for their further progress
- improve systems for evaluating the effectiveness of the educational programme and monitoring the quality of provision.

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