

Mary Manor Nursery

St Andrew's Community Centre, Rake Lane, Wallasey, Merseyside, CH45 5DQ

Inspection date	19/11/2014
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are making steady progress and developing the basic skills they require for their next steps in learning, as staff have a suitable of how children learn.
- Staff have a secure understanding of the signs and symptoms of abuse and are confident in taking appropriate action in the event of concerns arising about a child. As a result, children are protected from harm.
- Children benefit from a consistent approach to their care and learning as staff build secure relationships with their parents.

It is not yet good because

- Staff do not always engage with children at their level or provide them with enough time to answer questions. Staff do not always ensure that activities are tailored to children's individual needs. As a result, their critical thinking skills and problem-solving skills are not well supported.
- Staff are not always deployed effectively at mealtimes, which means that children's good behaviour sometimes lapses.
- The provider's arrangements for supervision of staff are not yet fully developed. Consequently, she is unable to swiftly identify weaknesses in practice and target training to improve the quality of teaching.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector took into account the views of parents and children spoken to during the inspection and recorded by the nursery.
- The inspector met with the provider and discussed her self-evaluation form, as well as sampling policies, procedures and children's information records.
- The inspector observed activities in all areas and conducted a joint observation with the supervisor.
- The inspector sampled children's learning records and spoke with staff at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability of staff to work with children, as well as sampling their appraisal documents and qualifications, including paediatric first aid.

Inspector

Lauren Grocott

Full report

Information about the setting

Mary Manor Nursery was registered in 2004 and is on the Early Years Register. It is situated within St Andrew's Community Centre in the Wallasey area of Wirral and is owned and managed privately. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 23 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that teaching meets the needs of all children attending and enhances their critical thinking skills, for example, by engaging with children at their level or offering more time for them to think about and respond to questions.

To further improve the quality of the early years provision the provider should:

- review the deployment of staff at mealtimes, for example, by sitting with children as they eat, to ensure children's understanding of good behaviour is consistently supported
- enhance the systems for monitoring staff performance to ensure that any areas of weaker practice can be more swiftly identified to improve the quality of teaching further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a suitable understanding of how children learn and develop, but the quality of teaching requires improvement. They do not always engage with children at their own level when they are playing or completing activities. This means that, on occasions, children are not always heard when they ask questions and they do not have consistent opportunities to talk to staff about what they are doing. As a result, children's problem-solving skills are not fully supported. Staff ask children some open questions, for example, about a story book that they are reading. However, children are not always provided with

enough time to think about and respond to the question. Consequently, their critical thinking skills are not fully supported. However, children are generally motivated to learn and enjoy the range of activities provided, many of which they can access independently.

Although staff do not always give enough consideration to children's individual learning styles during group activities, they plan a varied curriculum for children that covers each of the seven areas of learning. For example, children learn about the local community as they raise money for charity, make food donations to local sheltered accommodation and take regular trips to the park and library. Children's mathematical development is supported through large-scale construction activities in the outdoor area and through music and rhymes. Children independently access craft resources or use the computer to draw pictures and develop their creative skills. Their imagination and social skills develop as they play alongside each other in the role-play area. Staff provide children with praise and encouragement for some activities, which motivates children to continue. Consequently, children are making steady progress and developing the basic skills they require for their next steps in learning or a move to school.

Staff support parents to become involved in their children's learning. Staff ask parents for meaningful information about their children's existing skills when they begin attending and then use this to inform their initial assessments of children's development. Staff complete sufficient assessments of children's progress to accurately track their development and use their observations to plan relevant activities. Children accessing funded early education are generally well supported by a consistent approach to their care and learning between home and the nursery, as the information sharing systems are effective. Parents are invited to attend the nursery each term to review their children's learning records and discuss the progress children have made. This means they are well informed and where children's development is less than expected, staff meet with parents to agree the next steps in their children's learning.

The contribution of the early years provision to the well-being of children

Children's behaviour occasionally lapses during mealtimes as staff are not well deployed to remind children of their expectations. However, children's behaviour during other parts of the day is appropriate as staff provide some clear messages to help children understand the rules of the nursery. Staff support children's understanding further by role modelling for them, for example, when it is time to tidy up. Children demonstrate their understanding of daily routines as they line up to choose some fruit for their snack and wait patiently to select a musical instrument to play during circle time. Their independence is supported by the welcoming nursery, as most resources are arranged so that children can make their own choices.

Children demonstrate an appropriate understanding of how to keep themselves safe as staff remind them not to run indoors in case they fall over. Children are also provided with some opportunities to take safe risks, for example, by climbing up and jumping off the large rocks in the outdoor area. Children are well supported to develop their understanding of healthy lifestyles as the nursery has recently achieved a health promotion award. Staff provide children with healthy snacks, such as fresh fruit, and milk

or water. Children receive stickers on a reward chart as they eat their fruit or drink all of their milk, which reinforces their understanding of making healthy choices in a positive way. Staff also provide some learning opportunities, which promote children's health further. For example, the nursery teddies are sent to children's houses for the weekend with their own toothbrush. This enhances children's understanding of dental hygiene in an interesting way. Hygiene practices are well embedded and children receive some messages about why it is important to clean their hands or wipe their noses and throw away the tissue to promote their continuing good health.

Children's emotional well-being is fostered by the effective settling-in procedure. Staff offer a flexible amount of sessions so that children can begin to get to know their key person and familiarise themselves with the nursery environment. Parents are asked to provide relevant information about children's routines and preferences so that staff are quickly able to get to know them. As a result, children feel confident and secure. Children who attend other settings are supported appropriately as staff create communication books to discuss children's needs and routines. Staff provide appropriate levels of support for children who are ready to move on to school. They do this by inviting school teachers to come into the nursery and to start to build relationships with the children. Staff also complete written records about children's needs and personalities to support their new teacher in getting to know them quickly. Consequently, children are emotionally prepared for their next steps in learning or a move to school.

The effectiveness of the leadership and management of the early years provision

The provider's arrangements for supervision of staff are not yet fully developed. She arranges regular staff meetings to share information about children and talk about training requirements. Staff also have annual appraisals to talk about their own development. The provider has recently developed a peer observation form to support staff in developing their practice further. This is not yet embedded and as a result, some inconsistencies in staff engagement with children have not been identified. Consequently, the provider is currently unable to target training to improve the quality of teaching further. However, she does ensure that statutory training requirements are met and talks to staff about their interests to develop her training plan. Staff feel supported in developing their skills and ideas. The provider has recently updated her self-evaluation from to take into account the views of staff and parents. She aspires to improve and accesses some support from the local authority in order to do so.

The provider has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Register. She has implemented appropriate safeguarding policies and staff have a secure understanding of the signs and symptoms of abuse. They are confident in taking appropriate action in the event of concerns arising about a child. The provider has appropriate vetting checks conducted for each staff member and asks them to declare their continuing suitability to work with children annually. As a result, children are protected from harm. The provider also completes risk assessments of the nursery and outings to ensure staff are able to identify and minimise hazards to protect children further. Staff keep appropriate records of

accidents, existing injuries and the administration of medication to promote the efficient management of the setting.

The provider has an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. She has devised systems with the leadership team to monitor the educational programmes. This provides the leadership team with an overview to ensure children are receiving experiences across all seven areas of learning and are making steady progress. Children also benefit from a consistent approach to their care and learning as staff build secure relationships with their parents. Parents are involved in their children's learning and development in a number of ways. For example, the provider has created a library at the nursery to promote literacy development at home. Staff also support parents to become more involved in children's learning as they take home the nursery teddies and record their adventures in a diary. Staff's systems for monitoring and tracking children's development enable them to identify any areas of development that are less than expected and secure interventions where necessary. Parents comment that they highly recommend the nursery due to the good relationships they have with staff and the progress their children make.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY285123
Local authority	Wirral
Inspection number	856278
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Mary Manor Nursery Ltd
Date of previous inspection	18/11/2009
Telephone number	0151 630 0111

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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