

# Mary Manor Nursery

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



<b>Inspection date</b>	17 November 2015
Previous inspection date	19 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff show genuine interest in children's ideas, their learning and their families. A child's day at Mary Manor Nursery is full of conversation, stories and songs. There are frequent opportunities to learn about mathematics and the sounds that letters make.
- Staff assess children accurately and they teach children skilfully. By the time that children leave for primary school, they have the skills and knowledge they need to keep on learning successfully.
- Relationships between children and with staff are happy, relaxed and positive. Staff are gentle and patient and they explain their expectations of children clearly. This helps children to act safely and behave well.
- Over the past year, the quality of the nursery has improved steadily. This is because of the combined effort of staff, leaders and valued help from the local authority. This means that there is good support and encouragement about what and how to improve.

### It is not yet outstanding because:

- Teaching of children about different people and communities is not wide enough to give children an excellent understanding of life in modern Britain.
- Arrangements to develop the nursery do not help individual staff understand what the very best teaching and learning looks like, or know precisely how they can improve their own work to the highest level.
- Leaders are not making full use of their checks on the progress of different groups of children to help them decide what to improve in the nursery.

## What the setting needs to do to improve further

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

- improve teaching so that children develop a deep and wide understanding of the different people and communities of modern Britain
- extend training for staff so they develop a full understanding of what outstanding teaching and learning looks like, and strengthen support to staff so that they know precisely what to improve in their own individual work
- make sure that leaders make full use of their tracking and reviews of the progress of different groups of children to help decide priorities for improvement across the nursery.

### Inspection activities

- Her Majesty's Inspector (HMI) spoke to children and observed learning and teaching in the nursery classroom and outdoors. Some teaching was observed jointly with a senior member of staff.
- Meetings were held with leaders, a range of staff and a representative of the local authority.
- HMI spoke to some parents and carers; checked records of the suitability and qualifications of nursery staff and looked at children's work and displays in the classroom.
- HMI considered a range of documents including: reviews of how well the nursery is developing; plans for the future; documents about the care and protection of children; plans for learning; and information about children's progress.

### Inspector

Tim Vaughan Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders are successful at promoting teamwork and shared ways of working across the nursery team. Checks on the quality of teaching are frequent and regular and include helpful feedback to staff about improvement. Leaders' high qualifications and good knowledge are now bringing much benefit to the nursery. For example, leaders are a good example to staff in how to teach the children. Reviews of the nursery by staff and leaders are thoughtful and used fully to set clear, shared priorities for further development. However, arrangements to set targets for individual staff are less well-developed. Safeguarding is effective. Staff have a good knowledge of the risks to children and the signs of possible harm. They know how to report any concerns.

### Quality of teaching, learning and assessment is good

Staff take a close interest in each individual child in their key person group and they have a detailed understanding of children's abilities. Assessment of children throughout their time at nursery is skilful, accurate and managed well. Full use is made of such information to plan an interesting and enjoyable range of activities for children. This includes visits to the local library, and to talk with residents living within local sheltered accommodation. While children are taught to understand and respect different people and communities, leaders' own reviews show that not enough focus is given to this aspect of learning. Teaching at nursery focusses successfully upon developing children's confidence and their skills in talking and communicating. Staff make good use of activities to extend children's mathematical skills and their ability to read and write. However, staff are getting too few opportunities to learn what the very best teaching and learning look like. This is beginning to hold their work back from becoming even better.

### Personal development, behaviour and welfare are good

At nursery, children experience a good balance of activities including opportunities to climb, balance and be active. Much attention is given to helping children to keep safe and healthy. Children learn quickly from staff how to manage their own feelings and behaviour. Those children new to nursery become confident in separating from their parents. Children show good levels of independence and cooperation and they behave well. This is because staff are patient, sensitive and flexible in supporting individual children and introducing them to life at nursery. Children enjoy attending. They are enthusiastic, confident learners, at ease with themselves, their new friends and staff.

### Outcomes for children are good

Children make good progress from their starting points and leave nursery ready for continuing their learning at primary school. The nursery makes good use of additional government funding to bring extra benefit to children. The needs of more able children, and those with delayed speech and language skills are identified and supported quickly by staff. This work is making sure that gaps in the abilities of different groups of children are narrow. Parents report that good communication from nursery keeps them well-informed about their children's development. They recommend the nursery highly to others.

## Setting details

<b>Unique reference number</b>	EY285123
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1023061
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Mary Manor Nursery Ltd
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	0151 630 0111

Mary Manor Nursery registered with Ofsted in 2004. It provides funded education for three- and four-year-old children. The nursery is situated within St Andrew's Community Centre in the Wallasey area of Wirral. It is owned and managed privately. There is an enclosed area available for outdoor play and a large enclosed grassed area. The nursery employs five members of staff to work with children. Of these, three hold qualifications in early years education at level 3. One member of staff holds a Foundation Degree in early years (level 5). A further member of staff is a qualified school teacher, holding a degree at level 6. The nursery opens from Monday to Friday. Children attend for a variety of times between 8.45am until 3.45pm, term-time only. There are currently 14 children on roll.

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