

Mary Manor Nursery

Inspection report for early years provision

Unique reference number EY285123
Inspection date 18/11/2009
Inspector Elizabeth Margaret Grocott

Setting address St Andrew's Community Centre, Rake Lane, Wallasey,
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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

Mary Manor Nursery is owned and managed privately. It registered in 2004 and operates from several rooms within St Andrew's Community Centre in Wallasey. The nursery is registered on the Early Years Register and serves the local area. It is registered for 24 children in the early years age group and there are currently 38 children in the Early Years Foundation Stage (EYFS) on roll. The nursery provides funded early education for three- and four-year-olds.

The setting is open five days a week from 9am until 3.15pm in term time only. All children share access to secure outdoor play areas. The setting is all on one floor, so it is accessible to all children and their parents. The setting supports children with special educational needs and disabilities and children who speak English as an additional language. There is a team of eight staff, including the manager, of whom six hold relevant early years qualifications and one is working towards this. The setting is supported by the local early years team and an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure and make good progress in their learning and development, although there some minor weaknesses with regard to observational assessments and safeguarding. The established staff team know the children well and provide effective care to enhance their well-being and learning. Children enthusiastically participate in a wide range of activities in a setting where they are highly valued as individuals. Those who speak English as an additional language have insufficient opportunity to use their home language during their play but the setting works very well with parents and carers to ensure that children's learning is maximised. As yet, systems to work with others who provide EYFS are in their infancy. The self-evaluation process ensures that the changes that have been made improve outcomes for children and that targets are identified for further improvement.

What steps need to be taken to improve provision further?

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

- develop staff knowledge so they are able to implement the safeguarding children policy and procedure appropriately
- improve support for children learning English as an additional language, for example by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'
- develop a systematic and routine approach to using observations and use assessment to inform planning for each child, regularly reviewing this approach

- work together with other practitioners and parents to support transition between settings offering EYFS.

The effectiveness of leadership and management of the early years provision

All adults who work at the setting have undergone relevant Criminal Records Bureau checks to ensure their suitability to work with children. This ensures children's safety. Staff are clear about the possible indicators of abuse or neglect, so they are alert to any concerns about a child. Staff are less clear about the procedures which should be followed if they have to make a referral to the Local Safeguarding Children Board. Children's welfare needs are promoted as thorough risk assessments are carried out regularly to ensure the premises are safe. Staff also make risk assessments before they take children on outings. Children learn to keep themselves safe; they regularly practise evacuating the nursery, so they are well prepared in the event of an emergency occurring. Staff are vigilant when children are present, ensuring that main doors are monitored at arrival and departure times so that no child could leave the premises unnoticed. Accident and medication records are appropriately maintained and also help to keep children safe.

Management have addressed the recommendations made at the last inspection and this has had a positive impact on the outcomes for children. The main room has been divided up into designated areas for play, so children can choose from a variety of activities. Staff are clear about the learning outcomes for activities, which help to maximise children's learning. Management are ambitious in their vision for the setting and have clear priorities to improve, using self-evaluation to identify their strengths and areas for development. Regular team meetings and one-to-one support enable staff to evaluate their personal development and attend training courses. Some of the training courses attended include EYFS, encouraging language development, safeguarding, first aid, schematic play and cascading information.

The staff have developed very good partnerships with parents and carers, who speak very highly of the nursery. They talk of the 'kind, caring staff' and 'homely nursery', where staff are 'wonderful, flexible and prepare the children well for school'. Parents are given a good amount of information in the form of a pack when the child first attends. They are regularly kept up-to-date about activities and their children's learning via a newsletter and daily verbal reports. Parents are provided with a written report about children's achievements at the ends of terms. The nursery has close links with the feeder schools close by. The teachers from the schools come down and meet the children in the nursery setting and spend some time getting to know them. The nursery teacher ensures that she visits the local schools, passing on information to ensure a smooth transition for the children. As yet, links with other settings which children attend are in their infancy, and communication about the EYFS is limited.

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

Children make good progress and are well supported by an enthusiastic and caring staff team who ensure that they are on hand where needed. Children are guided by staff who have a good grasp of the EYFS and provide a broad range of activities to interest the children as they become independent learners. There is a good balance of adult-led and child-initiated play, informed by the children's interests. Staff make observations of the children and use these to monitor their progress. However, the observations are not very frequent, and therefore do not inform the written planning. Staff are easily able to relay how each child is progressing and what the plans for the child's next steps are. Baseline assessments are made using an 'all about me' booklet, which goes home for parents to fill in. These help staff to gain an understanding of where children's learning has reached and what their interests are. All children have a key worker, who ensures their individual needs are met, and very good support is offered to children who have special educational needs or disabilities. Those children who speak English as an additional language are well supported as they learn; however, opportunities for them to use their home languages during play are limited. Children learn about the wider world during their play, as they celebrate different festivals and taste different foods. They present harvest festival baskets to the elderly who live close by and raise money each year for local charities. This helps children to learn to value others and accept differences in society.

Children learn about life cycles as they listen to the story of a very hungry caterpillar and plant and grow flowers in the nursery garden. They intently study raindrops glistening on the trees as they play outside in the rain, splashing in puddles. Some stand transfixed as a man mows the grass with a noisy lawn mower. They learn about the roles of others in their community and how to stay safe when the policeman comes in to talk about what happens if they become lost. He lets them try his hat and jacket on, much to their amusement. In the outdoor area, children learn balancing skills as they play with hoops and beanbags. They learn to control a ball and how to 'scoot' a scooter, as well as enjoying ring games. Children are learning to recognise print and letters from their names as they see them displayed around the room. They practise counting and recognising shapes and colours, as well as independently operating the computer. The skills learned are useful for their future development.

Children have a good understanding of hygiene practices and the reasons for them as they wash their hands after visiting the toilet and before eating. They are provided with healthy snacks, such as fresh fruit and crackers, and encouraged to bring healthy packed lunches to nursery. They can freely access a drink from a water machine whenever they are thirsty. This helps to promote healthy habits for the future. The nursery is involved in a health promotion programme, intended to help children to learn about healthier lifestyles. Children are regularly provided with opportunities to exercise their bodies, including a yoga class. Children listen well to instructions, learn good social skills and behave well. They are rewarded with positive praise, which raises their 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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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