

Manor House Nursery School

Hartsdown Park, Hartsdown Road, Margate, Kent, CT9 5QX

Inspection date	03/05/2013
Previous inspection date	31/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Systems to work with children who have special educational needs and/or disabilities are especially strong, and their parents are extremely well supported and included.
- Children benefit hugely in terms of their progress, confidence and enthusiasm for learning by attending the Forest School.
- All staff are skilled at motivating and engaging with children, with the Forest School staff bringing different expert skills to inspire and enthuse the children.
- A highly effective key person system results in children, especially the under twos, showing a great sense of security and belonging.
- Managers show staff that they are very valuable and respected, offering great support, for example, in the form of a wide variety of training.
- Self-evaluation is highly effective in driving improvements, and staff, parents and children are included meaningfully in the process.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the play rooms and all areas of the outside learning environment.
- The inspector visited the Forest School to observe the pre-school children and discuss with staff.
- The inspector completed a joint observation with the Early Years Professional of the provision in outside area of the pre-school room.
- The inspector held meetings with the directors/owners, the managers of the provision and the Early Years Professional.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children,
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
- The inspector scrutinized relevant supporting documentation.

Inspector

Cilla Mullane

Full Report**Information about the setting**

Manor House Nursery opened in 2008 and operates from seventeen rooms in a converted manor house. All children share access to three enclosed outdoor play areas. The nursery is situated in Hartsdown Park in a residential area in Margate, Kent. It is open each weekday from 7.45am to 6.15pm all year round.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 261 children aged from birth to under five years on roll, some in part-time places. The nursery receives funding for children aged two, three and four years. The nursery currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are two directors, two managers, and an early years teacher. There are 47 other staff, and two receptionists, two cooks, two cleaners and a lunch assistant. The majority of staff that work directly with children hold relevant qualifications.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance systems to include and inform parents who may be too busy to take advantage of existing arrangements for sharing information.

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

All children, including those with special educational needs, make great progress from their starting points. This is due to the extremely well organised indoor and outdoor environments and staff's skilful teaching, and knowledge of how children learn.

The nursery places a strong emphasis on children learning in the fresh air and the provision of an exciting and challenging outdoor environment. Pre-school children are taken to the nursery's nearby Forest School, where their play and learning is led by enthusiastic, skilled staff. Children have a fantastic time here in all weathers. Many projects involve teamwork, so children learn to take turns and cooperate with one another. For example, they dig steps into the muddy slope at the edge of the school. Children attending the Forest School show wonderful enthusiasm and motivation, inspired

by knowledgeable adults.

Adults make excellent assessments of each child which means that they know their learning needs well. They have a clear understanding of the learning intentions of various activities, and which children will benefit from each. Therefore activities and learning experiences are very well targeted to meet the needs of individual children. For example, a game of 'What's the time Mr Wolf' in the pre-school garden is planned to help children learn that abstract concepts, such as steps, can be counted as well as objects. Activities planned for two year olds help them learn to take turns, which is important at this age.

Highly effective work with children who have special educational needs and/or disabilities results in these children and their families receiving excellent support. The welfare and learning of these children is given the highest priority. The designated special educational needs coordinator (SENCO) is highly skilled and proud of her work. She, and the other staff who work with these children, use highly effective strategies which are tailored to individual children's needs, and therefore these children make excellent progress from their starting points. For example, children who need help understanding the routine very much benefit from a 'now and next' board. This includes pictures of what is happening, such as toileting, and what will happen next, such as snack time. The SENCO maintains a 'ladder of achievement' in her office which clearly demonstrates how much progress children are making.

Children with English as an additional language are also very well supported. Staff use signs around the nursery to explain the routine to children who may not understand English. For example, there are signs in the toilets to show hand washing routines. There are also key words displayed around the nursery in the various languages of the children who attend, alongside their pronunciations. This is very effective in enabling staff to understand children's needs, and makes parents feel that their culture and language are valued.

Discussions with parents demonstrate their great satisfaction with all aspects of the nursery and their full confidence in the staff. For example, they feel that their children's vocabulary has increased immensely. They very much appreciate advice given to them by staff, such as guidance and support with potty training. All express delight in the extent to which staff go beyond their remit to meet their children's needs and respect parents' wishes. For example, staff learn important medical techniques to address children's needs. They embrace parents' requests regarding how their children should be weaned, and put up informative displays to guide other parents who may be interested. All unanimously feel that the benefits of the Forest School and the outside learning environment are huge, contributing greatly to children's wellbeing and confidence.

'New' parents are shown round the nursery, and offered incredibly detailed information about all aspects of the nursery, and they see their children feeling comfortable to leave their side and play. A wealth of information is conveyed to parents on wall displays, and children's records are shared with parents at meetings, but ways of including parents who are perhaps too busy to use these facilities are still evolving.

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

Key persons develop special bonds with their key children and parents. This results in babies especially having a very strong sense of security. Adults hold them close for their bottle, making eye contact and talking to them quietly and lovingly. A dialogue between staff and parent begins in the baby unit, where staff and parents discuss each child's routine and staff stick to this to ensure children feel secure. Babies show a great sense of belonging as they convey to their key person that they want their dummy to go to sleep, and then point to where it is kept.

Meals are carefully planned to be healthy and nutritious to help children learn to make healthy choices. Parents are informed about their children's diet via a board in the entrance. As a result, it was realised that children also would enjoy knowing what they would be eating, and now photographs of the planned meals are displayed for parents to discuss with their children.

Play and learning in the fresh air is deeply embedded in the philosophy of the nursery. Outdoor learning environments for children of all ages are rich and varied, challenging and stimulating, and offer all the opportunities which they enjoy indoors, and more. Therefore, the children who learn best outdoors are able to do this to maximum effect. For example, they collect water and use it for their own purposes, such as to wash the cars.

Extremely careful consideration is given to children's feelings of security as they move 'up' a room in the nursery. In addition to sensitive settling-in visits accompanied by their familiar key persons, some staff also move on to the next room. This ensures that children are especially reassured and secure during and following transitions, and it also results in staff having varying experiences to enhance their versatility.

Children are extremely well prepared for the next stage in their learning. Independence skills are well developed, they are active learners, they concentrate and persevere, and work out how to do things for themselves. For example, pre-school children move planks around the garden to make bridges between the different levels.

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

A very thorough recruitment process ensures that all staff are skilled and their suitability to work with children carefully checked. Comprehensive indoor and outdoor risk assessments are carried out to ensure all hazards are minimised. Further excellent practice includes carrying out risk assessments for particular children, for example, those with medical conditions or allergies. This means that all children are kept very safe. The nursery is very secure, with all areas covered by closed circuit television, and fingerprint recognition ensures that only known people collect children.

Managers' very thorough knowledge of child protection issues enables them to provide regular in house training for staff. This covers all aspects of child protection including

'whistle blowing' and allegations against staff. As a result staff demonstrate that they have an in-depth knowledge of the nursery's safeguarding procedures. Safety is, of course, a high priority, especially in the Forest School. Children sit round the camp fire for lunch, and learn to respect the dangers of fire, demonstrating the safe way to roast their marshmallows. They make bows and arrows, competently using knives to whittle wood, having practised with potato peelers. Staff supervise children extremely well at all times.

A wide variety of systems for monitoring the educational programme and individual children's progress are in place, ensuring that all children make the best possible progress from their starting points. The early years teacher frequently checks children's progress and discusses it with their key persons. They note if children are on target, if they are making progress or need more support. Having eliminated reasons, such as issues regarding settling in, highly effective strategies are promptly put in place, such as working with the special educational needs coordinator, including parents and compiling individual education plans.

The owners and managers of the nursery have clear roles, ensuring that responsibilities are delegated, and all aspects of practice and the premises are overseen and monitored thoroughly. Managers are 'hands-on', leading staff by their excellent example. By this means they convey information about good practice to staff, and act as good role models. They are currently reinforcing messages about ensuring children have close bonds with adults, and therefore enhancing the already excellent practice.

Managers very much value their staffs' specialist skills. They give them excellent opportunities to use these and offer extensive training opportunities to build on them. This results in knowledgeable staff, who feel very valued and supported. For example, a musical member of staff brings his drum kit in and children experiment with sounds and rhythms. A one to one worker who showed aptitude at working with children who have special educational needs has been enabled to expand her knowledge by attending training for this work.

Staff are very much included in the self-evaluation process, and their views are respected and acted upon. For example, they expressed concern about arrival and collection times and having a limited amount of time to talk to parents. As a result, managers adjusted the times of these events which has resulted in staff having very good opportunities and time to meet and greet parents and discuss their children and any concerns they may have. This has greatly benefitted all parties. The nursery's ongoing processes of self-evaluation has indentified ways to make monitoring even stronger. Staff will use a programme on electronic notepads to, for example, send parents snapshots of their children's progress or 'wow moments' during the day.

There are excellent systems to work in partnership with others. Where children attend other settings, such as childminders, nursery staff visit to observe and discuss child's progress and wellbeing in the other setting. As a result, both settings work consistently and knowledgeably to ensure very consistent care, and to promote a feeling of security for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY377062
Local authority	Kent
Inspection number	893459
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	102
Number of children on roll	261
Name of provider	Manor House Nursery Partnership
Date of previous inspection	31/03/2009
Telephone number	01843 227764

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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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