

# The Old Rectory Manor House Limited

The Old School House, High Street, Knutton, NEWCASTLE, Staffordshire, ST5 6BX

<b>Inspection date</b>	01/08/2013
Previous inspection date	Not Applicable

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

## The quality and standards of the early years provision

### This provision is good

- Practitioners have high expectations for children and a good awareness of how young children learn. This ensures that each child makes good progress from their starting points and they are well prepared for school.
- Staff create a welcoming, happy and safe environment where children settle well, enjoy themselves and develop close relationships with their peers and the adults working with them.
- Children demonstrate that they feel safe as they are confident in new situations, independently carry out self-care routines and safely manage their own risks in the outdoor learning environment.
- Strong, focused leadership communicates high expectations to the staff team, which is effectively monitored to ensure that children's learning and development needs are met and the setting sustains continued improvement.

### It is not yet outstanding because

- There is scope to build upon the existing good partnerships with parents through involving them in the self-evaluation process of the setting.
- Individual staff supervision is not yet fully embedded to ensure staff's professional development is as rapid as possible in order to promote children's learning even further.

## 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 and care routines in the indoor and outdoor environments.
- The inspector spoke with children, staff, the manager and owner throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, and a range of policies and procedures.
- The inspector took account of the provider's self-evaluation and improvement plans.

## Inspector

Sharon Lea

## Full Report

### Information about the setting

The Old Rectory Manor House Limited registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school building in the Newcastle-Under-Lyme area of Staffordshire. The nursery serves a wide area and welcomes all children. It operates from two open plan age specific play areas, a sensory room and soft play room, and there are enclosed areas available for outdoor play.

The nursery employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions and there are 19 children on roll. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- identify ways for parents to be involved in the self-evaluation of the setting, in order to use their views to inform further developments. For example, through questionnaires and opportunities to contribute comments and ideas verbally or in writing.
- enhance systems to enable staff to receive individual support. For example, through staff supervision sessions to enable them to discuss areas of concern and address issues regarding their professional development to benefit children.

### Inspection judgements

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

Staff have a very good knowledge and understanding of the Early Years Foundation Stage. This is used well to plan and provide a wide range of stimulating and challenging activities which support children's learning and development across all areas of learning. Staff provide a good balance of adult-led and child-initiated activities to support children in their learning. They observe children during their play and use these observations to plan for children's next steps. As a result, children are well challenged and their learning and development is moved forward. This results in children making good progress towards the early learning goals.

The quality of teaching is good. This is because staff have a sound knowledge and understanding of how children learn and how they can support this. They use this knowledge in order to extend children's learning through a wide range of opportunities. For example, during outdoor play they observe a child who is attempting to reach a net of balls which is suspended above him. They initially give him the opportunity to work this out for himself, intervening before he loses interest and gives up. He is supported to think about what he might use to make him taller and achieve his goal. Through this timely intervention by staff, he works out that he needs to move the tyre he is standing on, closer to the net in order to reach. This supports him in developing the characteristics of effective learning such as engagement, motivation and thinking. These are skills which will support his future learning.

The indoor environment is well planned and resourced with age appropriate resources. These support children's developing interests and independence. Resources are stored at a low level which enables children to select these independently in order to develop their play. Children use the soft play room to safely develop their physical skills and confidence in climbing and balancing. They also use this space to develop their imaginations, turning the sunken ball pool into a pirate ship. The sensory room provides a quiet space where children can explore a range of sensory materials and resources or simply take a restful break from the busier areas of the setting. Children are actively involved in making decisions about their environment and selecting a 'space' theme for the sensory room. This supports their self-esteem and their feelings of being valued by the adults who take care of them.

Children can use the outdoor environment throughout the day to develop their knowledge and skills. For example, they play on a range of wheeled toys, learn to balance and climb, negotiate different surfaces including gravel, and cobbles and build dens using various materials. To develop an understanding of the natural world, children are involved in growing vegetables, caring for the pet guinea pigs and in 'Forest School' sessions. These sessions teach children about staying safe and how to cooperate with others, through building dens with branches and other materials, and cooking on open fires, under close adult supervision. In addition, staff engage the children in hunting for mini beasts and building insect and animal hotels. During these sessions, children are encouraged to develop their thinking skills through having a go and maintaining their interest. This helps them to develop valuable skills for the future.

Communication is given a high priority in the setting and is supported well by staff who listen to the children and show interest in what the children are telling them. They engage the children in conversations and use their knowledge of the children to develop this further, for example talking about children's holidays or their specific interests. Every opportunity is used to develop language and all children are encouraged to participate. For example, staff involve them in discussing how they are going to clean out the guinea pig cage. This prompts children to think about what they might need. Staff extend this further to explore how the children need to behave so that the guinea pigs are not frightened. Staff use lots of open questions to encourage children to extend their thinking skills. Daily group times involving time to talk, stories and songs are part of the daily routine. These support both language development and children's social skills as they learn to take turns

and listen to one another. Children's love of stories is evident. When a young child requests staff read his favourite story, he reads along with her. This shows that staff understand young children's need for repetition of stories and language. This supports children to develop their language and early literacy skills.

Parents are encouraged to share in their child's learning and development from the outset. Children's starting points are discussed with parents. This enables staff to complete initial assessments of children's learning and development to establish their interests and how best to support their needs. Staff encourage parents to regularly contribute observations of their child's learning at home, which they use to plan next steps in their learning. Staff complete assessments on children for the 'progress check at age two', to update their progress in their development files termly and when children leave to go to school. These are shared and discussed with parents who are actively involved in contributing to them.

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

Children demonstrate that they feel safe and secure in the setting because they separate happily from their parents when they arrive. This is because staff promote a welcoming and friendly atmosphere for them. The good key person system ensures that children develop close bonds with adults. This helps to develop their sense of security and enables them to confidently explore the environment and all it has to offer. Staff complete 'all about me' documentation with parents to ensure that information about the child's individual care needs, interests and current development is shared. This enables staff to provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met.

Healthy lifestyles are promoted well through the provision of a well-balanced vegetarian menu, which is freshly prepared on the premises. Meal and snack times are used as an opportunity to develop children's independence skills. For example, children skilfully pour their own drinks, serve their own food and are encouraged to try a little of everything. The children use real serving utensils, cutlery, glasses and glass jugs, which demonstrates that the adults in the setting trust the children to use these appropriately. Children are very skilled at this and staff only need to offer minimal support to the youngest children who are learning what is expected of them. Parents identify this as a strength as their children learn how to behave well at the table which is a skill they transfer to home and when out in the community.

Children have daily opportunities to be physically active in the outdoor area which they access in all weathers, with waterproof clothing provided by the setting. Children learn about good hygiene routines as they are reminded to wash their hands before meals and snacks, after cleaning out the guinea pigs, playing outdoors and using the toilet. They learn to safely manage risks in the outdoor area. For example, by moving resources, such as tyres, to aid them in reaching things up high, or negotiating beams to climb or balance on.

Children are well behaved because staff have a positive attitude to behaviour management. Consequently, children know the simple rules and what the boundaries are.

Children learn to play cooperatively from an early age as staff encourage them to share and take turns and to support children younger than themselves. They learn to care for their environment through paper recycling and care for animals, such as guinea pigs, which they name, feed and keep clean. Children are confident, friendly, well-mannered and motivated. This is because staff demonstrate these behaviours themselves, acting as positive role models. Children are well prepared for the next stage in their learning, such as school. This is because staff understand the skills that children need to have developed so they can participate fully in school life and support them to achieve these. They share information about the child's learning and development with reception teachers and invite them to meet the child in the setting. This helps children's continuity of care and learning as they move onto school.

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

The manager has a good understanding of her roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded well as the setting prioritises safety. The manager ensures that staff are appropriately qualified and that the relevant checks are carried out to ensure that new staff are suitable to work with children. They go through a thorough induction process and are monitored and supported to ensure that they fulfil their role to the best of their ability. All staff have a good awareness of the procedures for dealing with child protection concerns and ensure that access to the premises is secure. Policies and procedures are in place to ensure that children's health and safety needs are well met. Staff follow existing risk assessments and develop new ones as needs arise, for example, when cleaning out the guinea pig cage for the first time with the children.

The management team has high expectations from all staff in order to support the best outcomes for the children attending the setting. They are actively encouraged to attend available training in order to develop professionally and the management team provide in-house training where external training is not available. Overall, systems are in place to monitor staff performance, any identified under performance and the educational programme to ensure children make good progress. There is a strong focus on continual improvement and the management team are suitably aware of the setting's strengths and areas for improvement, having plans in place to address this. However, staff supervision sessions are not yet established within the other existing good monitoring systems. This means that opportunities for individual support and coaching in order to improve the outcomes for children are not always fully realised.

Partnership with parents is a high priority for the setting. Information is shared with parents each time their child attends through a daily diary. This shares what the child has eaten, if they have slept, what activities they have enjoyed and anything that they have done for the first time in the setting. Parents are encouraged to share information from home through the diary and observations which contribute to the child's development record in the setting. There is scope however to develop this further through involving parents in the setting's self-evaluation process. This will enable parents to share their ideas for areas needing improvement, supporting their child's learning opportunities within

the setting.

The setting actively works in partnership with other agencies and professionals who are involved with the children and families attending the setting. Information regarding children's learning and development is shared with schools, other settings and professionals where necessary. This ensures that children's needs are identified and supported at the earliest opportunity.

### **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
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

<b>Unique reference number</b>	EY453990
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	906445
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	19
<b>Name of provider</b>	The Old Rectory Kindergarten Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01782 824971

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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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