

Good Manors Day Nursery

Manor Lodge, 3 Church Path, Fareham, Hampshire, PO16 7DT

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| Inspection date | 20/12/2013 |
| Previous inspection date | 21/12/2012 |

| 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

- Children are motivated by the imaginative and stimulating ways activities are presented throughout the nursery. They are totally engaged in their learning and make excellent progress taking into account their starting points and capabilities.
- The highly effective monitoring and tracking systems ensure that targets for future development are identified and continuous improvements are made. This ensures that the nursery continues to provide high quality care and education for all children.
- Very effective partnership working with parents means that there is a united approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- Children are very well safeguarded with staff supervising the children carefully. Comprehensive risk assessments take place and staff ensure that entry to the nursery is carefully controlled with visitors signing in.
- The outdoor area is a rich learning environment. Children enjoy a wealth of opportunities to develop physically and emotionally and to expand their imaginations.

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 account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and provider.
The inspector looked at various documents, including policies and procedures, risk assessments, records of children's learning and development and evidence of the suitability of staff.
- The inspector held discussions with key persons and staff.
- The inspector observed activities in all rooms of the nursery and outdoor play.

Inspector

Jane Franks

Full report

Information about the setting

Good Manors Day Nursery is one of two nurseries run by Good Manors Day Nurseries Ltd and registered in 1998. It operates from a converted building in the centre of Fareham, in Hampshire. There is a dedicated sensory room and children enjoy access to an enclosed outdoor area. The nursery is open each weekday from 7.30 am to 6 pm for 51 weeks of the year and offers full- and part-time day care. Families from nearby and from a wider geographical area use the nursery. The nursery is registered on the Early Years Register. There are currently 91 children aged from three months to five years on roll. The nursery is in receipt of funding for the provision of free early education for children age two, three and four years. The nursery employs 18 members of staff to work with the children. Of these one member of staff holds an early years degree and 16 members of staff hold appropriate early years qualifications at level 2 and 3. The nursery has achieved the Pre-School Learning Alliance 'Aiming for Quality' accreditation.

What the setting needs to do to improve further

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

- reflect on and consider how older children can make the most of their time at the end of their day, for example, by asking them what they want to do and how they want to do it.

Inspection judgements

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

Children flourish and meet their full potential taking into account their starting points and capabilities. Staff fully understand how to best implement the requirements of the Statutory Framework for the Early Years Foundation Stage to recognise the uniqueness of each child. Children's learning and development is exceptionally well supported including for those children with special educational needs and/or disabilities and those who have English as an additional language. Staff are highly skilled and know the children extremely well and provide a wealth of exciting activities and play experiences tailored to their individual needs and interests. Consequently, children make rapid progress in all areas of their learning.

Staff work extremely closely with parents from the point of entry. They obtain detailed information to establish what children can do and define initial targets linked to the Statutory Framework for the Early Years Foundation Stage. Parents can access their children's learning journals at any time. Staff encourage parents to share significant experiences, interests and their observations of their children's progress at home. Parents also write comments about their children's significant achievements at home. This enables

staff to plan activities that build on their existing knowledge and past experiences. Parents are kept fully informed of their children's progress, through the provision of parent evening meetings held every term.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Staff teach children to play cooperatively, take turns, share resources, and collaborate in their play. For example, young children take turns in feeling different texture within a book as staff read a story. Older children collaborate in putting together a train track, extending and elaborating on ideas and confidently inviting other children to join them. Children are extremely independent as they move around the indoor and outdoor environments and select their own choice of toys and equipment.

Children's communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. Staff provide a running commentary as they play and help children to expand on what they say by introducing new words and more complex sentences. Children develop their listening and attention skills as they sit in the carpet area and enjoy small group time, enthusiastically listening to stories and joining in action songs and rhymes. Children enjoy an extensive range of daily, well-planned activities, which capture their interests and motivate them to learn. For example, older children investigate what happens next as they explore different textures hidden within ice. However, occasionally at the end of the day, activities are not as well-considered and children are slightly less engaged in what is offered.

Children explore and investigate a vast range of resources to promote their physical skills. For example, babies have space indoors to move and crawl, they enjoy messy play, crawling through and making marks in shaving foam. They develop their small muscle control as they press buttons on interactive toys and make marks in sand. Older children demonstrate their physical skills as they confidently use large climbing equipment and dig during outdoor play.

Staff undertake purposeful observations and assessments that highlight individual interests and preferred learning styles. This information is used exceptionally well in conjunction with their home experiences and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning journals illustrate the rapid improvement in their learning. These are maintained to an exceptionally high standard, detailing photographs of the children involved in a variety of activities, and regular observations, which are clearly linked to the seven areas of learning.

Highly successful strategies engage the majority of parents in their children's learning at home. Parents have the opportunity to talk to key persons and staff about what their children have been doing throughout the day as they collect their children. Staff share information about babies' activities and care routines each day, verbally and through the use of day sheets. The outstanding partnership between the nursery, parents and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning ensure children are extremely well prepared

for the next steps in their learning and school.

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

Children are happy, confident, have fun and enjoy coming to nursery. A well-established and extremely effective key person system operates throughout. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Photographs of children and their families are displayed on a tree in the reception area supporting new children's a sense of belonging as they settle in the nursery. The excellent links with their child's key person ensure children's needs are met and supports parents in becoming involved in their child's learning, within the setting and at home. Careful consideration is given to supporting children when they move rooms within the setting. The parent, key person and new key person are all involved in the transition to make it as smooth as possible for the children involved.

Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit greatly from the carefully balanced menu offered. Staff support younger children to feed themselves and sensitively encourage them in this learning experience. Meal times for older children are sociable occasions as they sit together in small groups. This helps to prepare them for school readiness and promotes independence.

Children's behaviour is excellent and staff are very positive role models. Staff speak to each other and the children respectfully, and give clear explanations to help children understand the impact and consequences of their behaviour on others. Children learn how to keep themselves safe and manage risks as they play. For example, while playing outdoors they negotiate their way across balancing boards and large play equipment, knowing that staff are close by if they need support. This further promotes children's confidence and self-esteem. The younger children learn about the safety of stairs and expertly show their understanding as they descend the stairs carefully to access outdoors.

Highly effective measures are in place to support children who speak English as an additional language. For example, staff are able to communicate with children and parents in a variety of ways, using the child's home language. This enables them to meet children's basic needs and to keep parents informed of all aspects of their child's daily care and routines. Staff help to prepare children for school extremely well by encouraging regular visits from reception teachers. Children visit the nearby schools regularly, which prepares them well for their move into full-time education. Teaching is rooted in expert knowledge of how young children learn. Staff tailor activities and planning and help

children to develop the skills they will need in the next stage of their learning.

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

The leadership and management of the provision have high aspirations for continuous improvement, and this underpins all aspects of care and education at the setting. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings and supervision. Excellent arrangements are in place regarding the programme for professional development, leading to a highly qualified and knowledgeable practitioner team. This results in a highly skilled and dynamic staff team, who demonstrate first-rate knowledge of their roles and key responsibilities within the curriculum. Team work in the setting is very strong and staff are caring, motivated and fully committed to their roles.

The nursery meets all the requirements of the Statutory Framework for the Early Years Foundation Stage exceptionally well. The setting has robust recruitment, vetting and induction procedures in place to ensure staff's suitability to work with children. Risk assessments are thorough and ensure hazards to children are minimised. Staff deployment is well managed to ensure children's safety at all times. All staff working at the nursery understands the importance of safeguarding and child protection. Exceptional organisation and comprehensive awareness of safeguarding issues amongst all staff, significantly enhances children's wellbeing. Security of the building and security measures are robust. Security locks are on all gates and external doors of the building. There is a clear procedure in place for the arrival of visitors. Detailed and routine safety checks of equipment and materials throughout the nursery contribute significantly to children's safety.

The management team have very high ambition for quality of practice. There are clear and focussed plans in place to ensure children achieve as well as they can, any gaps in children's learning are quickly identified and planned for. As a result, exceptionally high targets are identified and these have had an outstanding impact on children's achievement and well-being. Information sharing and partnership working are excellent. There are very effective and well-established links with other providers, local schools and children's centres. Excellent transition arrangements support children who are moving on to their next phase of learning. Early intervention systems and links with local agencies work very well in all aspects. This enables staff to seek additional help for children quickly. Staff liaise extensively with parents and other professionals involved with the children and ensure that the outstanding partnerships are fully embedded. Staff's passionate and exemplary approach to promoting children's education is demonstrated through the high quality support and challenge, which they provide for all children.

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. It will be monitored and inspected within twelve months of the date of this 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 | | 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 | 507931 |
| Local authority | Hampshire |
| Inspection number | 945063 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 58 |
| Number of children on roll | 91 |
| Name of provider | Good Manors Day Nurseries Ltd |
| Date of previous inspection | 21/12/2012 |
| Telephone number | 01329 230123 |

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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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