

# The Manor Pre-Nursery

Inspection report for early years provision

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**Unique reference number** EY395899  
**Inspection date** 25/01/2010  
**Inspector** Tracy Bartholomew

**Setting address** The Manor Preparatory School, Faringdon Road, Shippon,  
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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**

The Manor Preparatory School Nursery re-registered in 2009. It operates within the Preparatory Independent School. It is situated in the Shippon area of Abindgon in Oxfordshire and serves the families from a wide geographical area. The pre-nursery is open during school term times from 08.30 to 16.00 and children attend for a variety of half day or full day sessions. Children have access to a secure outside play area from their nursery base rooms. The younger children spend most of their day in a two storey cottage within the school grounds with visits over to the main nursery buildings. The nursery is registered on the Early Years Register to provide care for up to 16 children aged from two years. They currently have 24 children on roll and of these nine are aged two years. There are three adults who are all appropriately qualified, caring for the younger age range of children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are eager to attend this pre-prep nursery, they achieve consistently well across all areas of their learning and development. This is due to the staff's enthusiasm and commitment to provide an exceptionally stimulating and fun learning environment throughout the children's day. Children are consistently engaged, their individual needs are met to an exceptional high standard, which is due to the staff's enthusiasm and commitment to provide an exceptional learning environment. The staff team constantly reflect on their practice and they have an excellent understanding of how to maintain continuous improvement to an outstanding level.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- consider extending children's independence at meal times to further develop children's self help skills

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

Children's safety and safeguarding is a top emphasis of the day to day workings of the nursery. They have a robust and comprehensive recruitment processes in place, to guarantee all adults are fully checked and vetted before they commence work with the children. In addition to this, regular checks are also undertaken to ensure this high standard is continued. Staff undertake consistent child protection training to enable them to keep fully up to date on current practices, this information is then cascaded into the policies and practice to enable all staff to work in-line with current requirements. All areas used by the children are

comprehensively risk assessed by the staff and outside agencies to maximise the children's safety and allow them to freely explore their environment without risk. Children are developing excellent awareness of safety issues and recognise and understand how to keep themselves safe. They know to hold onto the lower stair rail when using the stairs as they may slip and fall and that they need to wipe down the outside equipment before commencing outside play as the equipment is wet. A comprehensive range of detailed policies and procedures positively reflect the daily practices, which when coupled with the required documentation underpins the exceptionality of this nursery.

The management team constantly evaluates everyday practice to exceed their expectations of the nursery, this enables them to confidently strive in excellence in all they do. They are proactive in ensuring that all the staff are involved in the completion of their self evaluation and future plans for the setting. Huge importance is placed on staff training and as a result, the staff team demonstrate an impressive dedication to furthering their knowledge and understanding of childcare practices to maintain an exceptionally high level of childcare. Staff's awareness of issues of equality and diversity underpin everyday practice, the staff form close relationships with the children which enables them to know each child extremely well. This is further promoted by the impeccable key person approach, which as a result, ensures that all children have their individual needs met fully and play and learn in a fully inclusive environment.

The nursery has an excellent partnership with parents. Parents relish that every member of staff knows their child exceptionally well. Partnerships with other early years settings such as schools and nanny's are used to the highest regard to ensure that joint working is proactive. To maintain these staff offer consultations on children's progress, share development records and work together to maintain children's progression. Parents and carers are warmly welcomed; they have a detailed parents' board which gives information on topics and how they can extend their children's learning at home. Prompts are written on a black board to give parents an insight into what their child has played with, this backed up with daily exchange books enables the parents to have a strong insight to their child's day whilst celebrating achievements.

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

Children in all areas enjoy their learning and become absorbed in activities. The nursery manages the key person approach exceptionally well and children form clear close links with their key person. These relationships give the children the enormous confidence to try new things and go off and explore, this was especially evident for new starters who had only been at the setting for two sessions. The planning is individually tailored to meet the ongoing educational and care needs of children, all staff regardless of whether they are the children's key workers demonstrate that they have an understanding of the uniqueness of each child, they are confident in what support each child needs to excel within their learning journey; this in turn allows all children to achieve their full potential.

Children show exceptionally high levels of concentration when taking part in activities. They are fully absorbed and engrossed in structured and unstructured activities. For example, those children making clay tiles work alongside each other offering support and encouragement to their peers, whilst developing a new concept of language, which fully is reinforced by the staff members. Staff provide a wealth of activities and have the unique skills to be able to follow children's interest exceptionally well. For example, one child who decides to do a painting before snack time has her needs and interest very well met, as she is able to finish her free flow picture leisurely and through the pure dedication of the staff to meet all children's needs was then able to develop her curiosity to confidently complete a hand printing picture. This along with all practices demonstrates that children have a strong sense of security when within the setting and have formed close and trusting relationships with the staff.

All staff are competent at extending children's learning without giving them all the answers. They encourage the children to undertake a wide range of critical thinking activities, which fully supports the children's mixed age and abilities. This was especially evident when playing skittles, as the staff member ensured that all the children were effectively challenged, through the use of questioning, by asking more complex questions and introducing concepts such as addition and subtraction for those more capable children. Children play an energetic role in their learning and are keen to express their ideas. For example, when listening to a story they will discuss what might happen next and why. Due to this children have high levels of challenge and are making good to outstanding progress in their learning and development.

Children develop their personal independence skills very well, they put their coats on before going outside to play and see to their own personal hygiene, as of yet this is an area not considered at meal times. Nevertheless independence is effectively promoted in all other areas exceptionally well. Children use their active voice for meals times and have an extensive section of healthy nutritious food available, which meets children's dietary requirements, likes and dislikes. To help them promote their personal hygiene skills children are encouraged to wash their hands before snack and after outside play. They are also developing a good understanding of being healthy and know it is good to go outside to play. Children make good use of the outside play space which is freely accessible throughout each session.

Children gain a clear sense of being part of a community and fund raise by undertaking in collections for those less fortunate than themselves. Children are taught how to keep themselves safe as staff encourage them to think through possible hazards such as climbing on the apparatus outside when this is still wet and asking why it might be dangerous. This encourages critical thinking and for the children to develop an awareness of how to keep themselves safe as they play an active role in making this safe by wiping down the equipment. Resources are plentiful both in and outside the nursery, these have been carefully chosen to ensure children are provided with high levels of challenge and they are well used by all.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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