

Inspection of Manor House Day Care (St Margaret's)

St Margaret's Lee CE Primary School, Dacre Park, Lewisham, London SE13 5SQ

Inspection date: 4 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy playing and learning together in an environment that staff carefully plan to meet their needs. Leaders work with the staff to develop a well-rounded and flexible curriculum. They make sure that the curriculum adapts and changes to reflect children's learning. For example, in the summer term, as older children prepare to transition to school, staff focus on the skills that children need to learn to confidently manage their self-care independently. Staff know children well. This helps to ensure that they deliver a curriculum that supports individual children to make good progress in their learning.

Staff encourage children to play a key role in keeping themselves and their friends emotionally and physically safe. Children follow the nursery rules to make sure that they respect and care for each other and the resources they play with. Staff model the behaviour they expect of children. This results in a calm learning environment, where children and adults are kind to each other. This helps new children to settle well, make friends, and have a positive attitude to their learning.

Children are inquisitive learners. Staff are creative in their approach to help children to develop across all areas of learning. Staff bring spontaneity and fun to the day and encourage children to suggest their ideas. They encourage children to be active participants in the routine and gain confidence in their abilities. This helps children to prepare for the next stage in their learning, including starting school.

What does the early years setting do well and what does it need to do better?

- Staff carefully consider the activities and experiences they plan to help children to build on what they already know and can do. Children become engrossed in their play throughout the day indoors and outside in the garden. Staff promote children's early speech and language development through incisive questions and conversations. Children play well alongside their friends and learn from each other. During the day, children independently choose the activities they engage with. Staff encourage children to try new experiences and challenge themselves.
- Children gather together as a group at the start of the day and again after lunch. This is to ensure that all children have access to the same experiences despite attending different sessions throughout the week. During these sessions, staff introduce children to mathematics and literacy and identify which children need additional support. Children thoroughly enjoy these times and concentrate fully on the challenging content. For example, when playing 'numbers bingo', children do simple sums, count the legs on a spider, and count dots to identify the numbers. This helps children to engage with numeracy in a way that is meaningful and useful.
- Staff observe children as they play and have a good understanding of what

individual children know and can do. They know what children need to learn next. Children develop strong bonds with staff and go to them to share their excitement, or when they need a cuddle. Staff share information with parents about what children are learning, through electronic communication and face-to-face discussions. However, staff have not communicated fully to parents about the role of the key person or changes to the key-person system. For instance, some parents do not know the name of their child's key person and are not quite sure who is responsible for ensuring that their child's care is tailored to meet their individual needs. This means that parents are not sure who to talk to about any specific concerns or to seek support with their child's learning and development.

- Children benefit from the nursery's strong links to external agencies and a knowledgeable and experienced special educational needs coordinator (SENCo). The SENCo spends time with children to observe them and understand their individual needs. This helps to ensure that staff understand children's needs, and there are precise plans in place to support children. The SENCo makes timely referrals to external agencies and keeps the rest of the team well informed about children's support plans. This helps children to get appropriate help when they need it.
- The relationship between staff and senior leaders is open and professional. There is a strong child-focused culture, where staff prioritise children's needs and celebrate their learning. Leaders identify staff's training needs through regular supervision sessions and ensure that all staff get the time they need to complete any training they undertake. Staff express that they feel supported by senior leaders and confident to raise any concerns. This helps to develop a positive working environment for staff and a high-quality learning environment for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide parents with more information about their child's key person, who is responsible for meeting their child's individual needs.

Setting details

Unique reference number	2667305
Local authority	Lewisham
Inspection number	10336401
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	30
Number of children on roll	47
Name of registered person	Manor House Day Care Ltd
Registered person unique reference number	RP550200
Telephone number	07572610077
Date of previous inspection	Not applicable

Information about this early years setting

Manor House Day Care (St Margaret's) registered in 2021 and is in the London Borough of Lewisham. The nursery provides early education and childcare for three- and four-year-old children. It operates from 7.45am to 6pm, Monday to Friday, all year round. There are five members of staff. Of these, three staff have a childcare qualification at level 3 and above. The nursery accepts funding to provide early education for three- and four-year-old children. There are linked settings operated by the same organisation in the vicinity that provide early education and childcare for younger children.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector carried out a joint observation of a mathematics activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact on children's learning.

We carried out this inspection 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.

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