

# Monton Village School Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY284857
<b>Inspection date</b>	17 March 2008
<b>Inspector</b>	Elaine Marie McDonnell
<b>Setting Address</b>	The School House, Francis Street, Eccles, Manchester, Lancashire, M30 9PR
<b>Telephone number</b>	0161 789 0472
<b>E-mail</b>	
<b>Registered person</b>	Monton Village School Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Monton Village School Ltd is one of two day care provisions owned by a private company. The company also owns an educational provision. This setting has been registered since 1989 and operates from a converted school building in Eccles, Greater Manchester.

Full day care may be provided for up to 103 children under five years, and out of school care may be provided for up to 20 children under eight years, at any one time. Out of school care was not observed or assessed at the time of the inspection as this only operates during school holidays. Children have the use of five separate main play rooms and a hall. They share access to an enclosed outdoor play area.

There are currently 102 children on roll aged from six months to four years. Of these 23 children are in receipt of funding for early education. There is currently one child with learning difficulties on roll. There are no children with any disabilities or who speak English as an additional language attending the setting. Children attend for a variety of sessions and come from a wide catchment area. The provision operates each weekday between the hours of 08.00 and 18.00, all year round with the exception of public holidays and between Christmas and New Year.

There are 17 members of staff employed to work directly with the children, excluding the nursery manager and the school head teacher. Of these, 10 members of staff hold an appropriate early years qualification at Level 2 or above and there are two qualified teachers. Additional staff are also employed to undertake cooking and domestic duties on a daily basis.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy because staff follow appropriate health and hygiene procedures to ensure that the premises and equipment are kept clean. Children are beginning to understand about simple, personal hygiene practices, such as hand washing, as this is promoted throughout the daily routine. Appropriate accident, illness and medication procedures are in place to protect children's overall health and consent from parents for the seeking emergency medical advice or treatment has been obtained.

Children are satisfactorily nourished. They receive an appropriate two course meal at lunch time and snacks throughout the day. However, the menu is insufficiently varied and not always adequately nutritious. Drinking water is available in each room but is not easily accessible for the children. Parents of babies provide their food, which nursery staff prepare. All children have their health and dietary needs appropriately met because staff work in partnership with parents to obtain written information about individual requirements and family preferences.

All children have regular opportunities to enjoy physical activity, they share access to an enclosed outdoor play area and there are plans in place to create a sensory garden and vegetable patch outdoors in the near future. Children also rest and sleep according to their needs and individual routines.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Appropriate steps are taken to ensure that children are cared for in a safe environment. For example, health and safety committee meetings are held, the premises are kept secure and suitable risk assessments are conducted, however, the record of visitors to the setting is not consistently maintained. There are some large, foam building bricks in the baby section of the nursery which pose a choking hazard as they have had lumps bitten out of them by the children. However, after discussion with the head teacher these were immediately disposed of at the time of the inspection. Children have suitable access to a range of toys, equipment and furniture set out by staff. Staff ensure that resources are safe and suitable for children's use with regular checking routines.

Appropriate steps are taken to ensure that all children are kept safe when playing outdoors and when on outings. For example, they are adequately supervised and outdoor play areas are kept secure. Written safety outings procedures are also in place. Comprehensive emergency fire procedures are in place to protect children's overall health and they learn to keep themselves safe when involved in regular fire drills.

The environment is warm and welcoming for all children with examples of their art work attractively presented. However, one of the nappy changing areas within the nursery is currently out of use due to rain damage to the ceiling and one of the children's toilets is also out of use.

There are still sufficient other toilets available within the nursery. To comply with space ratios the provider has agreed to an additional condition of registration, that no more than 20 children may be cared for in the 'advanced nursery class' at any one time.

Children are not adequately protected. Staff are unclear about the different areas of child abuse and about possible signs. They are not able to put appropriate child protection procedures into practice as no clear written procedures are available in the setting at the time of the inspection.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Older children are involved in a varied range of activities that cover all areas of development. For example, different craft activities, role play, outdoor physical play, singing, listening to stories, play dough and construction activities. Younger children enjoy a range of musical instruments and activity toys. They also enjoy listening to stories read by staff. Babies enjoy an organised 'activity session', to which parents and carers are also invited to and they also enjoy a water play activity.

Some staff demonstrate a limited understanding of 'Birth to three matters' as they have not had access to specific training. However, key staff working with babies use the framework appropriately to plan a suitable range of activities for younger children. Not all activities are effectively supervised by staff working with babies, resulting in babies eating paint and wearing wet clothes. The Foundation Stage curriculum is used with children aged from two years, rather than from three years, within the setting. This is not always effectively implemented by staff working with this age group.

Children develop confidence and self-esteem well when being praised and encouraged by staff for their efforts, for example, when helping to tidy away and when they demonstrate good manners. A rewards chart is also used for the older children. All children show interest in what they do and enjoy the activities and resources available. They respond to challenge and concentrate well when involved in certain activities, such as play dough and construction activities.

All children have appropriate opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. For example, some French words are also displayed around the setting alongside English words and children from different age groups have made 'flags from around the world' which are displayed in various rooms. All children learn about different celebrations, such as Chinese New Year and activities relating to Easter are also planned.

### **Nursery education.**

Children are making good progress in some areas of learning, such as personal, social and emotional development and communication, language and literacy. The quality of teaching and learning overall is satisfactory and supports children's progress towards the early learning goals. Older children are encouraged to answer questions to aid their learning and understanding. However, they have limited opportunities to be independent and use their initiative. For example, they are not involved in deciding what activities to be presented and only access the resources and activities which staff decide to set out for them. Teaching of different areas of learning interests children, helps them to become focused and persist for some time.

Staff demonstrate a sound knowledge and understanding of the Foundation Stage and of how young children learn. Activities are planned, however, there is no evidence that children's interests are taken into account when planning activities. Children's involvement and ability is observed and recorded but information gained is not effectively used to plan further development. This is also the case for the younger children's groups. The inclusion of all children is not actively planned for as activity plans are for 'the group' as a whole and there is no planning to adapt these for more or less able children. Some Individual Educational Plans have been completed, however, there is no evidence that these are effectively used or followed.

Children show curiosity and display high levels of involvement in some activities. They show a sense of belonging and demonstrate that they know the routine. Children express their needs in appropriate ways and relate and make attachments to members of the group and form good relationships with adults and peers. They demonstrate a sense of pride in their own achievements and show others their art work. Children respond well to simple instructions and listen to others in one to one and small groups when conversation interests them. They listen to stories with increasing attention and recall and can describe main story events. They initiate conversation with others and take account of other's views. Most children sustain attentive listening and respond to what they hear with questions and answers. They distinguish one sound from another and say initial sounds of words, such as recognising the initial sounds and letters of their own name. Children engage in many activities requiring hand and eye coordination, such as drawing, writing, colouring in, finger painting and gluing.

Children show an interest in numbers and counting. They can count out up to six objects from a larger group and some can count beyond this. Some children can say the number after any number up to nine and some can count beyond 10. Children use language, such as more and less to compare two groups of objects. They show an interest in ICT equipment and can operate a simple programme. They show interest in living things, such as giant snails which they care for. Children have opportunities to talk about people and events important to them during circle times. They show respect for others personal space when playing amongst them and participate well in action and dancing activities both indoors and outdoors. Most children differentiate colour well and differentiate marks on paper and some describe what they are doing when finger painting.

### **Helping children make a positive contribution**

The provision is satisfactory.

Equal opportunities is satisfactorily promoted within the setting and appropriate written procedures are in place for the identification and assessment of children with learning difficulties or disabilities. Individual learning plans are completed for some children but are not effectively implemented. The use of 'minimum' staff ratios results in some children who require additional support not receiving this adequately or consistently.

Children enjoy being in the nursery and enjoy the activities available, they are generally settled and happy and make positive relationships with adults and peers. Children's social, moral, spiritual and cultural development is fostered. Children are generally well behaved. Behaviour is appropriately managed by some staff. Older children's positive behaviour is recognised and pointed out to them for praise. However, only unwanted behaviour is highlighted to children aged two to three years, which prevents them from effectively learning, understanding and copying positive aspects of behaviour.

Partnership with parents and carers is satisfactory.

Parents are kept informed about their child's development, progress and achievements through informal discussions with staff on a daily basis. Parents of younger children also receive standard written reports each day which include what their child has eaten, nappy changes, sleeps and activities they have been involved in.

Parents receive good quality information about the provision in the form of a prospectus. This includes information about 'Nursery Cam' which parents can subscribe to and observe their child from their work place or home computer. The setting actively seeks parents' views and comments. For example, they are issued with standard questionnaires at different times, such as after their child has moved into another room or has left the nursery.

Teaching satisfactorily includes parents and carers in children's learning. For example, children have pre-start visits where their personal development is discussed with parents. Parents are also kept informed of current topics and 'sharing folders' are passed between home and nursery. These include work, notes, tasks, messages and achievement certificates. Three parents interviewed at the time of the inspection expressed very positive comments about the provision. Appropriate consent forms from parents are available and contract agreements are in place to support working in partnership.

## **Organisation**

The organisation is inadequate.

Recruitment and vetting and procedures are sufficiently rigorous enough to ensure that children are cared for by staff with relevant experience, knowledge and skills. Basic induction procedures are in place but do not currently include child protection issues or policies and procedures of the setting. Staff have satisfactory access to ongoing training and development courses and eight members of staff currently have an appropriate first aid qualification.

Not all records and documents required for the safe and efficient management of the provision are available, such as child protection procedures. This is a breach of regulations. Most appropriate policy and procedure documents are in place, however, some do not contain all relevant information, such as the procedures for a lost or uncollected child. Not all staff are aware of relevant policies and procedures within the setting, therefore not all are effectively implemented.

Attendance records and observation indicate that adult to child ratios are not always met in different rooms within the setting, including at the beginning of the day and over staff lunch-times. Staff have high regard for the well-being of all children, however, due to ratios not being satisfactorily maintained throughout the day children do not always receive appropriate adult support and attention. Therefore, the group size and deployment of staff does not always contribute positively to children's care, learning and play, particularly when children have additional needs or require additional support. Overall, the provision does not meet the needs of the range of the children for whom it provides.

The leadership and management of the provision is satisfactory. The provision is appropriately managed and some staff are motivated and valued by management. There is a limited appraisal system in place and some staff are involved in staff meetings. Improvements in the organisation of nursery education and the outcomes for children are limited. However, there are plans in place to improve the garden area outside and child protection training for all staff is planned for the near future.

## **Improvements since the last inspection**

At the previous inspection the provider was asked to improve the condition and availability of the premises, resources, furniture and equipment. This recommendation has been addressed and children have access to a varied range of safe and suitable resources and activities. Premises and equipment are sufficiently clean.

The provider was asked to ensure that all documentation and policies are up to date and that staff are kept aware of these. This recommendation has not been adequately addressed and has been raised as an action at this inspection.

The provider was asked to ensure that children are grouped appropriately and space is used effectively. To comply with space ratios the provider has agreed to an additional condition being imposed in relation to the maximum number of children that may be cared for in the 'advanced nursery class' at any one time.

The provider was also asked to ensure that domestic style furniture is available to meet the needs of children under two years. This has been addressed in some areas, but not in all baby rooms.

The provider has improved partnership with parents by ensuring that the address and telephone number of the regulator are included in the complaints procedure, which is displayed.

## **Complaints since the last inspection**

Ofsted received information relating to the following concerns: Staff qualifications and inadequate staff to child ratios, National Standard 2. Supervision of the children, National Standard 6. Parents concerns not being dealt with sufficiently, National Standard 12. Ofsted visited the premises on September 20 2004. The investigation included observation of staff to child ratios; examination of staff and children's attendance registers, staff rota's, staff qualification details and the complaints policy; discussions with the provider.

Evidence examined demonstrated that National Standard 2 was not being met in that staff to child ratios had not been maintained at the time of the visit and the registration system did not include accurate details of staff attendance. A minimum of 80% of the staff group have a relevant childcare qualification. Observations demonstrated that National Standard 6 continued to be met as the children were being adequately supervised. National Standard 12 was not being met in that, the contact details for Ofsted and an accurate record of complaints was not being documented. As a result of the investigation 4 actions were raised in relation to National Standards 2 and 12. Ofsted is satisfied that the registered provider has taken appropriate steps to address the action. The provider remains qualified for registration.

Ofsted received concerns relating to National Standard 3: Care, Learning and Play, National Standard 5: Equipment, National Standard 7: Health, National Standard 11: Behaviour, National Standard 12: Working in Partnership with Parents and Carers and National Standard 13: Child Protection. An Ofsted Early Years Childcare Inspector visited the provision on 30 August 2005. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

Ofsted received concerns regarding National Standard 2 Organisation, 4 Physical Environment, 6 Safety, 7 Health and 11 Behaviour. An Ofsted Early Years childcare inspector conducted an

unannounced visit to the provision on 21/12/2005. Ofsted are satisfied that the provider remains qualified for registration.

Ofsted received concerns relating to National Standard 7: Health and National Standard 12: Working in partnership with parents and carers. A childcare inspector visited the provision on 5 April 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

Ofsted received concerns regarding National Standard 2 - Organisation and National Standard 6 - Safety. An Ofsted Early Years childcare inspector visited the provision on 11 August 2006. Ofsted are satisfied that the provider remains qualified for registration.

Ofsted received concerns regarding National Standard 2: Organisation, National Standard 3: Care, Learning and Play and National Standard 8: Food. An Ofsted Early Years Childcare Inspector conducted an unannounced visit to the provision on 20 July 2007. Ofsted is satisfied that the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that staff ratios are maintained throughout the day and that staff are deployed effectively to support children's safety, welfare and learning
- ensure that clear, written child protection procedures are in place and include the procedure to be followed if allegations are made against a member of staff or volunteer
- increase staffs knowledge and understanding of child protection issues and procedures plus other relevant policy and procedure documents.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that information gained from assessment of children's ability is used effectively to help move them onto the next stage in their learning. Also applies to younger children



- ensure that the involvement of all children is actively planned for and assessed and that individual learning plans are effectively followed
- ensure that children have more opportunities to be independent and use their initiative
- improve the leadership and management of the provision.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)