

Mountain View Child Care

Inspection report for early years provision

Unique reference number

EY397234

Inspection date

23/03/2010

Inspector

Tara Street

Setting address

St. Josephs RC School, Mountain View, COCKERMOUTH,
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Mountain View Child Care is run by a board of directors and offers a pre-school and out of school care provision. It initially opened in April 2004 under different ownership and operates from a classroom within St Joseph's Primary School in Cockermouth, Cumbria. There are no issues which may hinder access to the premises. The children have use of an enclosed outdoor area directly accessible from the classroom and also have use of the school grounds. A maximum of 24 children aged under eight years may attend the setting at any one time. Of these, not more than 15 may be in the early years age group, and of these, none may be under two years at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 8am to 6pm term time only. Children attend for a variety of sessions.

There are currently 56 children on roll. Of these 50 are under eight years and of these 29 are within the Early Years Foundation Stage. Of these, 10 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager, who work directly with the children. Of these, the manager holds a Foundation Degree, four staff hold an appropriate level 3 qualification in early years and one is currently working towards a level 3 qualification. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where staff encourage them to play an active role in their learning and development, and where their individual needs are being successfully met. They enjoy a rich programme of activities both inside and outdoors, supported by competent, knowledgeable and caring staff. The nursery team are highly ambitious and work hard to improve continuously in order to further enhance the play and learning opportunities for children. This is supported by excellent partnerships, both with parents and carers, and in the wider community.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the assessment system to make it clearer how children are progressing towards the early learning goals and ensure planning clearly

- identifies how activities will promote individual children's progress
- ensure information is consistently gained about which parents or carers the child normally lives with.

The effectiveness of leadership and management of the early years provision

Effective strategies and procedures are in place to help safeguard children; these include a very good range of policies and procedures, risk assessments and close supervision of the children at all times. However, when children join the setting, staff do not consistently gain information about which parent or carer the child normally lives with. Staff are aware of this and are working to develop this aspect of the provision. Staff are all appropriately vetted and have a secure understanding of their roles and responsibilities. This means that children are well cared for and enjoy a safe play environment. The staff work very well together as a team and as key workers, ensuring the day runs smoothly. They have an ambitious vision for the future and work extremely hard to develop their practice and improve the learning environment for children. They are keen to increase their professional qualifications as well as undertake short courses to increase their knowledge and understanding of current practices; this is a key strength of the setting. Staff undertake regular audits and have completed self-evaluation to a good standard in order to evaluate their practice and identify priorities for improvement. Effective staff deployment provides good support for children's welfare and development. The children are central to how the setting operates. Staff carefully listen to all children, they fully respect their views, ideas and interests, and incorporate these into all aspects of the service. Staff help children to develop a very good attitude towards people's differences by providing a wide range of resources that reflect diversity and by setting a good example of how to respect everyone.

The setting has developed excellent partnerships with parents and carers, other childcare providers and external agencies that support children with special educational needs and/or disabilities, as well as those who speak English as an additional language. Staff encourage parents and carers to take a fully active part in the life of the setting. This includes visiting the setting to read stories or to teach children how to knit or be creative with woodwork materials. They regularly seek the views of both parents and carers, and of children, and, in turn, keep them up-to-date with current events through notices and newsletters. The staff work collaboratively with the family, childminders, local schools and support services to help children reach their full potential and ease important transitions in their young lives.

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

The setting is very colourful, bright and inviting because children's individual creative art work is displayed for everyone to enjoy. Children are offered a wide range of toys and resources, including a good variety of technology equipment to help them learn important skills for the future. A lot of the equipment is labelled

with words, providing children with a print-rich environment. Staff are working towards ensuring all resource boxes are labelled with visual images as well, to help support every child as they access the equipment. Children learn important messages about equality and diversity through topic work and the celebration of festivals and important events. Staff plan and provide a rich curriculum to support children's learning and development across all six areas of the Early Years Foundation Stage. For example, children are currently looking at new life and have been observing and caring for new hatchlings in an incubator. Outings around the local area as well as visitors coming to the setting teach children about issues such as keeping safe when they go pond dipping to learn about the natural world. Such interesting activities enhance their learning experiences in a practical way. Children's interests form the foundation of the day-to-day provision because staff take these and their ideas into account when they plan a variety of stimulating and challenging activities. During games such as matching and sorting small elephants, children have fun learning about counting from zero to nine, to support their developing understanding of numeracy. Staff monitor the children's progress and achievements through good use of observation and assessment. However, assessment records do not show how children are progressing towards the early learning goals, nor do planning documents clearly identify how activities will promote individual children's progress.

Children relate exceptionally well to adults and their peers. They learn to show kindness and consideration to others and also, from an early age, learn behavioural expectations and good manners. Staff foster the children's self-esteem through giving them a lot of praise and encouragement, as well as reward stickers, and through displaying examples of kind acts, which staff note in the 'beady eye book'. All children take part in a good range of activities which support their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. Freshly prepared snacks provide children with an excellent range of healthy foods that include a wide variety of fresh fruits and vegetables. Staff support children's ongoing good health by maintaining excellent standards of hygiene at all times. This all contributes to developing children's understandings of the importance of physical activity and making healthy choices.

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

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| 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 | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met