



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300718

DfES Number: 530147

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mount View Pre-school
Setting Address Mount View Methodist Church Hall
Derbyshire Lane
Sheffield
South Yorkshire
S8 8SG

REGISTERED PROVIDER DETAILS

Name The Committee of Mount View Pre-School

ORGANISATION DETAILS

Name Mount View Pre-School
Address Mount View Methodist Church Hall
Derbyshire Lane
Sheffield
South Yorkshire
S8 8SG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mount View Pre-School has been registered since 1968 as a community playgroup. It operates in the Mount View Methodist Church in the Norton Lees area of Sheffield, and serves the local community.

The pre-school has use of two rooms within an annexe building; the building is shared with other users. There is access to an enclosed area with a safety surface for outdoor play activities, and the group can also use the large hall for indoor physical play on occasion.

The pre-school offers sessional day care for children aged over two and a half years; it opens each weekday during term time from 9:00 to 11:45, and from 13:00 to 15:30 on Mondays and Wednesdays.

There are currently caring for 52 children of which 12 three year olds and 28 four year olds are in receipt of nursery education funding. There are no children with special needs or for whom English is an additional language.

The pre-school is managed by a voluntary management committee of parents and local community members. Eight staff are employed to work directly with the children, most of whom attend a limited number of sessions. Five staff have an appropriate qualification in child care and education, or are working towards this.

The pre-school is a member of the Pre-School Learning Alliance, and receives support from the Local Authority; they are undertaking the local quality assurance scheme, the Sheffield Quality Kitemark.

How good is the Day Care?

Mount View Pre-School provides good quality care for children.

Sessions are well planned and organised by the experienced and stable staff team. Staff are deployed well, and interact effectively with children to support their play and individual needs. They have well planned access to appropriate training

opportunities. Activities are planned and resources provided which offer many varied experiences in all areas of learning; resources within the local community are used very well to promote children's awareness and curiosity.

Policies and procedures are comprehensive and implemented effectively; staff awareness of little used procedures is more limited, and review of record systems and policies is not sufficiently systematic. Staff give high priority to children's safety and well being at all times, and conduct careful risk assessments for all planned activities; children's awareness of risks within the daily environment is raised well.

Relationships with children are warm and trusting; staff know children well, and children's individual needs are supported very effectively. Children are secure and settled; they choose activities and access the whole pre-school environment independently, and with confidence. Children's behaviour is very good, promoted well by high expectations of staff.

Partnership with parents is very good; they have relaxed and comfortable relationships with staff. Parents are well informed about the policies and procedures, and they receive detailed information about the planned curriculum. Staff share information about progress both informally and at twice yearly parent's meetings.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff work very effectively as a strong and cohesive team, and there is well planned access to appropriate training opportunities.
- Staff give high priority to children's safety and welfare both inside the nursery, outdoors and on the many outings planned within the local community; they raise children's awareness of risks within the environment well.
- Children are able use their initiative to choose from a varied range of activities and resources, planning and developing their own play ideas; their interest and enthusiasm is stimulated well.
- Close and supportive relationships are developed with parents, and staff have detailed knowledge about each child's individual needs and family background. Parents are relaxed and comfortable in the nursery.

What needs to be improved?

- use of space, as current organisation means most children are accommodated in only one of the two rooms available, for much of the session
- the Child Protection policy, so that it is clear what action would be taken if an allegation were made against a member of staff; also incident recording, to

ensure records are able to be kept for at least two years

- the way record keeping systems are monitored, reviewed and updated (specifically administration of any medication), so that staff are clear how all records are to be maintained, if and when they are required.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
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| 2 | Consider ways in which activities could be organised to allow more balanced use of both playrooms throughout the session. |
| 13 | Review the Child Protection policy to include action to be taken if an allegation is made against a member of staff, and ensure that incident records are kept for at least two years. |
| 14 | Review the way record keeping systems are monitored and updated (with specific reference to administration of medicines), and ensure all staff are made aware of any changes. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Mount View Pre-School provides good quality nursery education, and effective teaching is helping children to make generally good progress towards the early learning goals in all areas of learning. Provision for their personal, social and emotional development and knowledge and understanding of the world is very well planned.

The quality of teaching is generally good. Staff have a clear knowledge of the foundation stage curriculum, and plan experiences for children each session in all areas of learning. However curriculum planning does not show clearly the purpose of either planned or free play activities. Staff explain activities and use open questions to stimulate children's ideas, but they are insufficiently focussed on what children are expected to learn and how resources will most effectively support, provide challenge, and extend learning. Staff know children very well; they are deployed and use their time very successfully to support children, adapting some activities effectively to respond to individual needs. Children access a range of activities within each room, but have limited access to creative and exploratory activities and resources, books and construction; they do not freely access tools and resources independently to support their own play ideas.

Children's behaviour is very good; they learn to share and take turns, and become aware of the feelings of others encouraged by high expectations and sensitive support of staff.

Leadership and management is generally good. Staff work together very effectively as a strong team and they have well planned access to training opportunities. Processes to share, evaluate and monitor practice are developing, but are not yet robust.

Partnership with parents is very good; parents are well informed about the foundation stage curriculum and are encouraged to become actively involved in their child's experiences at nursery. Information about children's progress is shared well at termly meetings.

What is being done well?

- Children are confident and secure; they are motivated to learn and try new experiences, and they concentrate well on activities they enjoy. They participate in a wide variety of activities with enthusiasm.
- The environment is welcoming and child centred, and good planning ensures children have experiences in all areas of learning at each session.
- Children are very well behaved; their self esteem is high, and they develop caring relationships with each other and staff within the supportive learning

environment.

- Staff work very effectively as a strong and cohesive team; they are committed to developing clear self evaluation procedures and to improvement of their practice.
- Parents are well informed about, and are encouraged to be actively involved in, their child's experiences at pre-school.

What needs to be improved?

- curriculum planning, as it does not show sufficiently clearly the purpose of activities and what children are intended to learn; grouping of children is not sufficiently based on assessment of children's progress, and planned next steps in their learning;
- organisation of the environment, to increase children's free access to exploratory and creative activities and resources, like sand, water, dough, craft and construction, and to allow children more opportunity to explore, express and develop their own ideas.

What has improved since the last inspection?

The pre-school has developed clear systems to observe and assess children's progress in all areas of learning, based on stepping stones; some further consideration is needed within the planning structure to identify more clearly the purpose of activities, what children are intended to learn; and the focus of teaching. Opportunities are now planned for children to work in smaller groups, but staff do not sufficiently use observations of children's progress to plan for learning opportunities within smaller groups.

Information about children's progress is shared effectively with parents each term

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use initiative in selecting activities and resources; they concentrate well and persevere to develop new skills and to complete activities. They participate enthusiastically in group times. Children understand expectations and their behaviour is very good; they listen to others, take turns and share. They develop confidence, and are able to express their own needs and consider the feelings of others. They enjoy many new experiences linking them with the local community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact well and share experiences; they use correct language to describe and inform, and listen carefully. They enjoy books and observe print in the everyday environment, but books are not freely accessible throughout the session. They practise writing their name, use writing to record and make their own books, but do not write for different purposes in free play. They recognise their name, and older children know the name and sound of some letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes, and counting, recognising numbers and using number names accurately up to ten. They have opportunity to match, sort, and sequence, but their understanding is not sufficiently reinforced by using everyday opportunities to solve problems involving language like how many more/less, and by exploration of shape, size, measure, weight and capacity in everyday practical activities. They use comparative size and positional language with comprehension.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children go on nature walks to learn about the natural world and their local environment, and have opportunity to observe and record their findings. They travel by bus, tram, train and taxi, and make a book to describe their journey. They make their own models of dinosaurs using varied tools and techniques; they are encouraged to question how things work. They access the computer independently. They talk confidently about experiences in their own lives, and learn about the lives of others.

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| PHYSICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children experiment with movement and run fast around the outdoor area. They throw and catch balls, skip, pedal on bikes, but encouragement to practise and develop specific skills is not encouraged. They climb and balance, but have limited access to large equipment. They develop fine motor skills when they paint, practice writing, cut up fruit for snack, and use scissors and tools to make models. They learn to understand the importance of good hygiene and taking care of their bodies. | |

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children explore paint and dough, and experiment with colours, but do not have enough free access to a varied range of media and materials to encourage expression of their own ideas. They draw on their own experiences well but have limited stimulus to help develop and extend their imagination in their role play. Their work is valued and displayed creatively. They enjoy songs and action rhymes, music and movement, and making music with a variety of instruments from around the world. | |

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| Children's spiritual, moral, social, and cultural development is fostered appropriately. |
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- introduce use of the stepping stones into activity planning, to identify in more detail the purpose of activities and what children are intended to learn; include how planned activities should be resourced and the focus of teaching, and how activities may be adapted to meet the needs of individual children;
- review the way the daily environment is organised so that children can more freely access a wider range of activities, resources and tools, to enhance their choices and independence; consider particularly access to exploratory and creative play resources, and media and materials enabling children to explore, design, construct and create using their own ideas.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.