

Mount View Pre-school

Inspection report for early years provision

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Inspector

Rachel Ayo

Setting address

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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

Mount View Pre-school was registered in 1968. It is managed by the committee of Mount View Pre-school and operates from two rooms in the annexe of Mount View Methodist Church in the Norton Lees area of Sheffield in South Yorkshire. The pre-school serves children from the local and wider communities. There is access to an enclosed area with a safety surface for outdoor play activities, and the group also use the large hall for indoor physical play on occasions. The pre-school is open each weekday during term time only from 8.55am to 11.55am and 12.30pm to 3.30pm. Children attend for a variety of sessions.

The setting is registered on the Early Years Register to care for a maximum of 25 children at any one time. There are currently 43 children on roll aged from two years to four years who attend a variety of sessions. The setting provides funded nursery education to those children eligible to receive this and is currently supporting children with special educational needs and/or disabilities.

There are eight staff employed to work directly with the children, six staff have an appropriate qualification in child care and education. The pre-school is a member of the Pre-school Learning Alliance and receives support from the Local Authority. They have completed the Pathways to Quality accreditation scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is promoted suitably in most aspects, although certain requirements are not fully met. Children progress well in their learning and development as a result of generally good individualised observational assessment and an accessible and welcoming environment. Generally good partnerships working with parents and in the wider context means that children's individual needs are well met which ensures inclusion. There is a strong commitment to continuous improvement, including addressing all recommendations raised at the last inspection, and many tools for self-evaluation. However, this has not been fully successful in identifying key priorities and ensuring that all legal requirements of the Early Years Foundation Stage are being met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 22/03/2011
- ensure that a record of risk assessment is maintained of all areas used by the children including when it was 22/03/2011

completed, by whom and any date of review (Documentation).

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

- develop further the systems for individualised observational assessment in order to fully track children's development to ensure they make optimum progress
- improve further partnership working with other providers delivering the Early Years Foundation Stage to fully ensure a consistent approach
- ensure that the risk assessment covers anything with which a child may come into contact to ensure that all hazards are fully identified and minimised.

The effectiveness of leadership and management of the early years provision

At this setting, although there have been no new staff and there is a long standing staff team, there are robust vetting and recruitment arrangements and staff have a good knowledge of child protection. However, Ofsted have not been notified of changes to adults who make up the registered person, including those who have previously been on the committee and then have resigned. Although, such adults do not have direct contact with the children and have not been involved in any recruitment or vetting, this is an offence unless the provider gives a reasonable excuse. They did so on this occasion and Ofsted does not intend to take any further action. Students receive an adequate induction and they are never left unsupervised even if they have a current CRB Disclosure. There are daily checklists in place and areas are generally safe. However, there is no clear record of risk assessments undertaken on all areas used by the children. This is a breach in requirements. In addition, certain hazards have not been fully included in risk assessments. For example, there is a berry bush growing next to the outdoor play area and children have been planting daffodils on the same grass verge which is by the roadside. Adults are vigilant in their supervision of the children, for example, as they move between different areas and the entrance is kept locked during the sessions.

There are generally clearly designated roles and responsibilities, highlighted in different rotas, for instance. However, there is not always a named deputy who takes charge in the absence of the manager which is a breach in requirements. Staff are deployed well and sessions are organised effectively to meet the individual needs of the children. For example, there are separate circle time activities and story sessions. Good use is made of the environment in order for children to make choices about their play and learning.

Alongside management committee meetings, staff discuss plans for the future and children's development each week and are considering issues around sustainability. For example, changes in the future school intake dates mean they are looking at providing full day care. Funding is being applied for, alongside fundraising events. Staff are encouraged to attend training and there are plans to undertake formal

appraisals to support their personal development. Parents views are actively encouraged through questionnaires, for instance. Suggestions, such as, greater access to outdoors and outings being offered during both morning and afternoon sessions, have been acted upon. Parents can also share their views through a compliments and complaints file and suggestion box. Parent feedback is extremely complimentary.

Staff are fully aware of inclusion issues as a result of good access to training. All children are treated as unique individuals and there are very effective links with other professionals where children have additional needs in order to ensure they are not disadvantaged in any way. Staff ensure no gender bias in their provision and they help children learn about diversity through resources and celebrations. Staff have a good working relationship with the local primary school to ensure smooth transitional periods for the children, although effective links have not been fully established with providers where children attend other settings.

Positive relationships are held with parents. They receive a welcome pack before placement and ongoing information is exchanged through the wide array of notices and displays, open evenings, access to profiles and daily friendly chats. Parents are highly involved in fundraising events and are invited to attend the annual general meeting alongside other events, such as, Halloween. More formal parent appointments are held once a term for parents to discuss their child's development. Parents are encouraged to share what they know about their child when they first start to attend and share achievements and any new interests throughout their child's placement.

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

Children are happy and demonstrate good levels of confidence and self-esteem. A bright environment is created through posters, photographs, weather displays, artwork and labelling. Children clearly have a strong sense of belonging as they readily settle on their arrival as staff offer a warm and friendly greeting and encourage them to find their name for registration. Staff incorporate children's interests and their next steps within their provision through focussed activities and medium and short term planning. They update children's development each term on a tracking sheet, although this system does not accurately reflect an exact picture of progress and fully ensure that children's next steps are planned accordingly. Children display very good levels of interest in the provision and have a positive approach to learning as they engage in a wide range of activities which they are also consulted on during talk times and circle time. They enthusiastically make a collage using different materials, which they stick on with great precision, and explore the purple dough by rolling, poking and squeezing it. Staff interact well with the children as they show an interest in what they say and do and ask questions as they sit beside them.

Children are sociable with adults and their peers and they play cooperatively, for instance, on the computer or as they engage in imaginative play in the flower shop

role play area. As a staff member explains the pancake making activity children listen attentively then delight in taking turns to help prepare and mix the ingredients, and are introduced to mathematical concepts. The staff member then explains to children that the oven top is very hot and that she will have to cook the pancakes. As she does so, children wait very patiently and then clearly enjoy eating these when they are ready.

Children are effectively helped to develop the skills that will help them in the future. They readily access simple computer programmes, skilfully manoeuvring the mouse, and have also used a camera to take photographs, for example, of patterns, shadows, letters and numbers. They communicate confidently and staff have learnt and used sign language, for instance, to support children with additional needs. They have unquestionably helped such children to make good progress in this area of their development. They are involved in initiatives, such as, 'Every Sheffield Child Articulate and Literate by the Age of 11', are committed to the National Reading Campaign and are members of Early Reading Connects which encourages the love of language, stories and reading. Children have ample opportunities to make marks using a range of tools to further support their early literacy skills and artwork in the entrance includes a range of recognisable self-portraits and drawings accompanying photographs relating to a windy week.

Staff model and encourage appropriate hygiene routines in order to help children stay healthy. Children have daily access to a suitably resourced outdoors and take part in indoor activities, such as, PE. They confidently ride around on wheeled toys carefully negotiating space and objects and practice their balancing skills as they climb onto and jump off of wooden planks. Outings, for instance, on the summer trip, to the park or animal sanctuary provide further outdoor learning opportunities. Children are provided with healthy snacks and water is readily available to ensure that children stay hydrated. They learn about other aspects of a healthy lifestyle through planting vegetables, such as, pea pods, and learn about the life cycles of butterflies and frogs. Staff gently explain different aspects of safety, such as, not running indoors, to help children learn to keep themselves safe and they talk about fire safety, for example, when children are handling sparklers as part of the Bonfire Night celebrations.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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