

# Monton Village School Ltd

Inspection report for early years provision

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**Unique reference number**

EY284857

**Inspection date**

11/07/2012

**Inspector**

Mr Rasmik Parmar

**Setting address**

The School House, Francis Street, Eccles, Manchester,  
Lancashire, M30 9PR

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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**

Monton Village School Ltd is a private company and has been registered since 1989. It operates from a converted school building in Monton, Manchester, Lancashire. Children have access to four playrooms and a hall in the main building and a separate building is used to provide two playrooms for babies. Children have access to fully enclosed outdoor play areas. The setting is open each weekday from 7.30am to 6pm throughout the year, except on bank holidays and between Christmas and New Year.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 123 children may attend the setting at any one time, of whom, 103 children may be in the early years age range. There are currently 126 children aged from birth to under five years on roll. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The staff team comprises of 26 members. Eight are qualified to level 2 in early years, 14 are qualified to level 3, two hold level 4, one member has a degree in early years and one is a qualified teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The motivated and ambitious management structure have a clear vision and focus for the setting. Children are making good progress in their learning and development. Staff show a clear commitment to promoting inclusion for children who are valued as individuals. Excellent partnerships with parents result in very positive outcomes for all children. Effective systems for self-evaluation and reflective practice lead to a continuously evolving setting with plans for future development.

## **What steps need to be taken to improve provision further?**

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

- review children assessment records for consistency in evaluation, identified next steps and future planning
- develop further links with other providers offering the Early Years Foundation Stage for coherence and consistency in children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff and parents. All staff have a secure

understanding of safeguarding issues and work together with parents and relevant agencies to protect children. Staff are vigilant about children under their care. Clear vetting procedures ensure that all staff working with children are suitable to do so. The setting runs smoothly on a day-to-day basis as good leadership ensures that all staff understand their roles and follow the ethos of the setting. Comprehensive policies and procedures, such as, thorough risk assessments and medication records, underpin the good practice of the setting. Children show a feeling of security, building good relationships with their peers and know how to keep themselves safe.

The setting is well resourced, bright and welcoming. All playrooms are well organised and age appropriate to support children's learning in all areas. There is easy access to toys and equipment because these are well arranged at a low level to encourage complete independence. Displays of children's work adorn the walls, which ensures that they feel valued and have a strong sense of belonging. Children are well cared for in an inclusive setting where staff know children very well and fully respect their individual needs.

Partnerships with parents significantly enhances the consistency in care children receive and actively contributes to their rapid progress towards the early learning goals. There is a highly effective two-way process of sharing information between parents and staff to support children's learning at home. This provides a context for discussion about learning through play and seeks ways parents can support them. Parents are very much valued as the primary carers of children and are involved in numerous ways to establish strong links with the setting, which has a considerable positive impact on children. For example, they attend a variety of workshops and participate in activities with their children, such as, arts and crafts, baby massage, songs and rhymes and outdoor play in the rain. Through the settings website parents have access to a web-cam, which allows them to log on throughout the day and observe their child for limited periods of time. Parents find this reassuring while their child is settling and it helps them feel they have been part of their child's day. Parents are provided with regular reports on their child's progress towards the early learning goals and they are able to input their own comments. Also, their views are frequently sought through regular questionnaires and 'comments box' and their feedback is valued in order to improve the service provided. The setting has started a system of sharing one policy with parents every time they receive a monthly newsletter as part of engaging them in becoming familiar with important policies that affect them. All this contributes to excellent partnership with parents in order to promote very positive outcomes for children.

Transition arrangements for pre-school children who leave the setting to local schools involve teachers who visit the setting to find out background information on children prior to starting school. Also, most pre-school children visit their next school as part of their smooth transition. The needs of all children, especially those with specific educational needs are well met as dedicated staff liaise with other professionals to meet the specific needs of children. Effective 'Individual Education Plans' are written for such children, resulting in very positive outcomes. Also, important information is written in a variety of languages in order to meet the needs of parents and children who speak English as an additional language. Some

children attend other settings, such as, childminders, offering the Early Years Foundation Stage, staff are in the early stages of liaising with them to share information about children's learning and development to ensure coherence and consistency in children's learning and development.

Staff have made positive improvements in developing the care and learning provided for children, including meeting all the recommendations from the last inspection. They monitor their practice and are confident in identifying areas for improvement to build on their strengths, as part of maintaining continuous improvement. There is a strong ambition within the staff team to develop better outcomes for children by constantly improving staff knowledge and improving their qualifications. Also, there is a constant drive for further development as there are plans to extend the main building in order to incorporate the baby unit.

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

A varied, interesting and challenging range of play opportunities and activities are provided for all children. Successful planning and observation of children's learning and development results in positive outcomes for all children. Consequently, children are engaged and making good progress in their individual learning and development. However, assessment records kept for all children are not consistently maintained to the same standard by all key persons.

Staff develop good relationships with children through positively interacting with them and being involved in their play, which contributes to meeting their needs well. Effective teaching methods are used, such as, asking children open ended questions, which challenge their thinking and support them in becoming active learners. Children have good opportunities to develop their early literacy skills, through mark making activities and share their interest in books and stories. They develop good skills for their future by eagerly extending their numeracy and their understanding of technology. Children confidently use mathematical language as they compare shape and size. They enjoy number rhymes and learn to count, older children can match numbers. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines. Their creative skills are regularly promoted through the use of their imagination. Children express themselves through role play and with a range of materials, such as paint, flour, play dough and sticking materials.

Mealtimes are social occasions where children are learning about healthy choices, as a good balance of home cooked meals, vegetables and fruit are available which meet their individual dietary requirements. Children are encouraged to become aware of their own fluid intake from a young age as drinks are always available. Good personal hygiene routines are encouraged by staff. Children are supported or independently wipe their nose and use the toilet and there are effective nappy changing procedures. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on low chairs, toddlers sit on chairs and older children learn to follow more independent routines which they will follow in schools.

Children have a good understanding of how to keep themselves safe as staff support them through discussions, appropriate books and stories and through children taking risks. They clearly feel safe and secure because they are at home and relaxed within the setting, due to warm and purposeful interactions by staff. Children celebrate different cultural festivals, such as, the Chinese New Year, Diwali, Eid and Hanukah. They eat foods from these cultures to broaden their experience. Children learn about others with additional needs and children who speak English as an additional language, as the setting meets the needs of such children. The setting support children's understanding of the local community as children have visited the local post office and supermarket. Pre-school children go on trips on a coach every term to places, such as farms, safari parks, sea life aquarium and zoo.

Children develop an interest for nature and grow lettuce, tomatoes, potatoes and sunflowers in the outdoor area. They touch and smell the different types of herbs, such as rosemary. They learn about spiders, snakes and other reptiles which are brought in to the setting. Children observe chrysalis transform into butterflies and delight in releasing them into the outdoor environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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## **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