

Monton Village School Ltd

Inspection report for early years provision

Unique reference number

EY284857

Inspection date

18/11/2008

Inspector

Sue Anslow

Setting address

The School House, Francis Street, Monton, Eccles,
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Type of setting

Childcare - Non-Domestic

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.

Description of the setting

Monton Village School Ltd is owned and run privately. This setting has been registered since 1989 and operates from a converted school building in Monton, Greater Manchester.

Full day care may be provided for up to 103 children in the early years age group and out of school care may be provided for up to 20 children in the later years age group, at any one time. The setting is registered on the Early Years Register and both parts of the Childcare Register. 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 seven separate play rooms and a hall. They share access to an enclosed outdoor play area.

There are currently 111 children on roll aged from six months to four years, of these, 16 children are in receipt of funding for early education. There are currently three children with disabilities on roll and two children who speak English as an additional language. Children attend for a variety of sessions and come from a wide catchment area. The provision operates each week day between the hours of 07.30 and 18.00, all year round with the exception of public holidays and between Christmas and New Year.

There are 23 members of staff employed to work directly with the children, excluding two directors and the nursery manager, of these 23 staff, 13 hold appropriate Early Years qualifications and two hold qualified teacher status. Six members of staff are working towards a qualification.

Overall effectiveness of the early years provision

Overall, children progress well in this lively, happy environment. Staff cater for individual needs and value the uniqueness of each child. Resources and activities are equally available to every child and they are all encouraged to 'join in and have a go'. Partnership with parents and others involved with the children, is promoted well and a two-way exchange of information ensures everyone works consistently together. Management are beginning to make positive changes since the last inspection and the whole staff team is involved in building on the setting's strengths and highlighting areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to enhance the outdoor play area to provide interest and stimulation
- reorganise the advanced nursery classroom to promote easier access to resources and a variety of play areas
- ensure children under two years have regular access to fresh air
- continue the self evaluation process to build on strengths and minimise

weaknesses.

The leadership and management of the early years provision

Following the previous inspection earlier this year, management have instigated several changes and recruited more staff. Further training courses and amendments to policies and procedures have strengthened the requirements and delivery of the Early Years Foundation Stage. Sound recruitment procedures, access to training and individual staff appraisals, ensure the staff team work effectively together to improve children's progress and development. The management team are just beginning the journey of self evaluation in order to enhance the environment and experiences for all children. They have complied with all the actions and recommendations following the last inspection and have signed up to complete the Investors in People assurance process.

Partnership's with parents are well established and ensure each child's needs are met effectively and consistently. There is a good two-way flow of information, knowledge and expertise, both verbally and in writing. Parents receive a comprehensive information pack prior to starting and are invited to take as long as they wish to settle their child into the routine. Staff gain valuable insight into each child's routines, preferences and interests during this time and use this information to provide appropriate activities to stimulate the children's ongoing development. Parents are able to access children's developmental records at any time and they meet with their child's key worker on a regular basis to discuss how things are going and how they can extend their child's learning at home.

Children's safety and security is well protected in the nursery. The use of close circuit television, both in and around the building is reassuring and parents can access the 'web cam' to watch their children participating in the various activities throughout the day. Appropriate amendments to policies and good health and safety procedures overall, ensure children's welfare requirements are met. The whole staff team recently received safeguarding children training, which improved their knowledge and skills in child protection issues and procedures. Indoor and outdoor space is safe and regular risk assessments carried out by staff, ensure children's safety in all areas and at all times. Any concerns or complaints are taken seriously and acted on appropriately.

The quality and standards of the early years provision

Staff are secure in their knowledge of the Early Years Foundation Stage and how the provision of appropriate play opportunities helps children to enjoy themselves whilst making progress towards the early learning goals. The setting is reasonably well organised and the daily routines ensure individual needs are met. Most rooms are attractively decorated with large wall displays of children's and adult's art work, thus creating interest and stimulation for the children. A wide variety of toys and play equipment is provided for each age group and a selection of different activities are set out each day. Children are asked what they would like to play with, during free play times, but the fact that everything is stored behind closed

cupboard doors does not enhance children's interests or imaginations.

Babies enjoy ample play space in their own separate building, where they can stretch out, roll around, crawl or take their first tentative steps in comfort and safety. They experience a full range of interesting activities, from shaking rattles and tambourines to squelching soggy pieces of pasta through their fingers. Toys are brightly coloured and often musical, which delight children's senses and they enjoy a good amount of individual attention from willing and attentive staff. Babies are occasionally taken outside during warm, sunny weather to watch the older children playing, but seldom have access to fresh air at any other time. Young toddlers enjoy a wide range of activities in their room in the main building. Staff provide an appropriate balance of indoor and outdoor play and the children are learning to sit together as a whole group to sing songs and listen to stories.

Older children in the remaining two groups enjoy and benefit from a range of resources and play experiences to enhance their learning and development. The range of different activities cover all aspects of the early learning goals and children generally make steady progress in their overall development. A mixture of adult-led activities, free play both indoors and outside and circle times for the whole group, ensure children are well occupied all day. Children in the advanced nursery group, however, tend to spend more time doing activities together as a whole group, than playing individually or working together in small groups. Currently, the lay out of the room is not conducive to a rolling programme of activities, where children can dip in and out of different play experiences as they wish. Children thoroughly enjoy physical activities and have ample space in the garden and a large hall in which to participate in music and movement, parachute games and riding round on wheeled toys. The sensory garden is enjoyed by all ages and this summer children grew tomatoes as part of the healthy eating project. A small area of grass and a few bushes enhance the garden area but this is not sufficient to develop purposeful play, exploration or excitement.

A good understanding of the welfare requirements and effective routines and procedures, ensure children are well cared for and remain as healthy and safe as possible. A healthy eating policy has been implemented and the menu now includes fresh fruit, vegetables and salad items on a more regular basis. Children follow good hygiene routines and learn how to keep themselves safe by tidying up toys after use and practising evacuation procedures regularly. They learn to share and take turns and proudly wear any 'reward stickers' they have gained for helping others, sitting nicely or creating a super piece of art work. Children with extra physical or learning needs are catered for very well within the nursery. Staff work closely with parents and other agencies to ensure any particular routines or plans are followed. Children arrive happily at the beginning of each session and settle into the routine activities quickly and with enthusiasm. They generally behave well, despite the occasional 'fidgets' when sitting in a circle for a long time and they throw themselves wholeheartedly into the action songs, producing very fierce faces when singing 'the angry song'.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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