

Monton Village School Ltd

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

Inspection date

13/02/2013

Previous inspection date

12/12/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop positive relationships with their key person. This means they are happy and settled at nursery.
- Pre-school children make good progress in their learning and development because staff are skilled at planning and delivering learning opportunities that build on what individual children already know and can do.
- There are effective partnerships with parents that support regular communication between home and nursery, promoting consistent continuity of care.

It is not yet good because

- The assessment of risks is not sufficiently comprehensive to identify all potential hazards to children. In particular, the potential hazard of radiators that are very hot to the touch have not been fully considered.
- Staff caring for the youngest children in the nursery are not sufficiently confident in using their observations of children to plan activities that will specifically build on each individual child's prior learning.
- Daily routines and staff deployment sometimes disrupt the learning opportunities for the two-year-old children. Occasionally, there are insufficient numbers of staff to fully engage children in activities and sometimes children are expected to sit still for too long.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision in the hall, with the two-year-old children.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Heather Morgan

Full Report

Information about the setting

Monton Village School Ltd has been operating since 1989. It was registered under its current ownership in 2004 and is registered on the Early Years Register and the

compulsory and voluntary parts of the Childcare Register. It is operated by a limited company and the providers also run another nursery in the area. It is located in a converted school building in the Monton area of Manchester. The nursery serves the local area and is accessible to all children. It operates from five main play bases, including a newly constructed, integral baby unit. Children also have access to a conservatory, the school hall, and four fully enclosed areas for outdoor play.

The nursery employs 36 members of childcare staff who work on a full- and part-time basis. Of these, 26 hold appropriate early years qualifications, 19 of which are to level 3 and above and one member of staff holds a Foundation Degree in Early Years Leadership.

The nursery opens Monday to Friday all year round with the exception of public holidays and a period over Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 111 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments cover all potential hazards and that appropriate steps are taken to minimise risks, with specific reference to the hazards presented by hot radiators.

To further improve the quality of the early years provision the provider should:

- develop further the staff's understanding of how to plan activities that support and extend individual learning and development for the younger children attending the nursery
- review the organisation of activities for two-year-olds to ensure they are appropriate for their stage of development and that staff are deployed effectively to support children in getting involved and sustaining their concentration during activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, children make appropriate progress in their learning and development but the impact staff have on children's progress lacks consistency across the different age ranges. Children in the pre-school room access a wide range of activities that are planned effectively to build on their prior learning. Consequently, they make good progress and are well prepared for their transition to school. For example, they use their imagination well when engaging in role play together and are very proud of their developing skills in writing recognisable letters. They talk confidently about their experiences, such as the anticipation of a new baby in the family.

Staff working with the youngest children are less secure in their understanding of how the activities they provide are linked to children's learning and development. Consequently, activities sometimes lack focus and opportunities are missed to promote children's progress. Nevertheless, babies access a wide range of activities and resources, which sustain their interest well. They particularly enjoy the bright open spaces in the new baby unit, which encourage them to become more mobile and explore their environment. They also enjoy exploring different materials and media during regular craft activities. Staff observe children as they play in order to evaluate their progress but are not using this information effectively to tailor activities that will promote the learning and development of individual children.

Children throughout the nursery engage in varied and lively activities. Staff are enthusiastic participants in children's play. However, those working with the two-year-old children do not always respond promptly to the ways in which children engage in the activities. As a result, some children lose interest during sustained group activities that require them to sit still for too long. Staff plan interesting activities for small groups of children, such as learning to balance and jump using equipment in the hall. However, they do not always pay attention to the way in which they are deployed, and as a result, there are not always sufficient staff supervising the children. This results in children losing interest and becoming bored. Nevertheless, staff working in this area know the children well. They liaise closely with parents and track children's learning and development in order to complete progress checks and identify what each child needs to learn next.

Staff use settling-in procedures effectively to get to know the children in order to begin planning ways to support their learning and development. For example, they talk to parents about what their children like to do and they observe the children as they explore the nursery environment. This sometimes enables them to identify whether children are likely to need additional support in specific areas, such as developing their speech and language skills.

The contribution of the early years provision to the well-being of children

There is a well-established system for promoting secure attachments between children and a key member of staff. This is particularly effective in the baby unit where the youngest children are supported in separating from their main carers and settling in to the nursery. Their personal care routines, such as nappy changing and feeding, are carried out by their key person wherever possible. This provides them with a secure base from which

to begin exploring the nursery environment and ensures they are comfortable throughout the day. Children are also supported effectively in making smooth transitions between the different areas of the nursery when it is time for them to move on. For example, they make regular visits to the next unit, with the support of their key person. Consequently, children are happy and settled at the nursery. Older children visit a local school to familiarise them with a school environment to support their transition when they leave the nursery.

Children's behaviour is generally sound, although sometimes the two-year-olds become restless if they are expected to sit still for long periods of time. Children have an understanding of the routines of the day and enjoy joining in with routine tasks, such as tidying away their toys before lunch. Children are proud of their achievements and are regularly praised by staff for completing tasks and behaving well. The environment is enhanced by colourful displays of their artwork, which further supports their self-esteem.

The nursery provides a warm, welcoming environment for children. Staff carry out routine checks at the beginning of the day to evaluate safety and cleanliness before the children arrive. However, the assessment of risks is not sufficiently comprehensive to ensure that all potential hazards are considered so that action can be taken to minimise the risk of harm. This breaches a statutory requirement. For example, staff do not check the temperature of radiators and pipes that are exposed, in areas where children play. Consequently, they do not take steps to minimise the risk of children touching them. Nevertheless, staff respond promptly when concerns are raised and consider ways to address the situation. They are also vigilant when caring for children and there have been no accidents involving the hot radiators.

Children enjoy a healthy diet as meals are prepared on site using fresh ingredients. Good attention is paid to ensuring that those with special dietary requirements have suitable meals. Older children become more independent as they participate in routine hand washing activities and begin to serve themselves at meal times.

Children have regular opportunities to play outdoors in the fresh air. They are interested in changes in the weather and enthusiastically put on their outdoor clothes to play outside in the snow. They talk about the need to put on extra clothes, such as gloves and hats to keep them warm when it is cold outside. There are appropriate procedures in place for recording and reporting accidents and injuries to support children's continuity of care.

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

There are robust procedures in place for recruiting and vetting new members of staff to assess their suitability for working with children. Staff attend training to raise their awareness of how to keep children safe and have a secure understanding of the nursery's policies and procedures. Consequently, they know what action to take in the event of any concerns. However, the lack of rigour in some of the risk assessment procedures impacts on the ways in which children's safety is monitored and breaches a requirement of both

the compulsory and voluntary parts of the Childcare Register.

There is a well-established management team in place who provide support and guidance for the staff team. Monitoring procedures are not always sufficiently robust to identify inconsistencies within the nursery, but once areas for improvement are identified, prompt action is taken to improve practice. For example, the manager has implemented new procedures to increase the amount of individual supervision available for staff and has begun to access training to support staff who are less confident in assessing children's progress. Staff are enthusiastic about accessing training and achieving qualifications. They share an ambition to improve their practice. However, training and staff development is not yet sufficiently well embedded to begin having an impact on planning for individual children's development in the baby unit.

Some aspects of the nursery's self-evaluation has been effective in driving improvement. For example, they have accessed 'Every Child a Talker' training to support them in tracking and supporting children's speech and language development. This has also strengthened their links with speech and language professionals. They canvass the views of parents using the nursery and respond positively to their suggestions for improvement. For example, they have increased the amount of fruit and vegetables offered at snack time and display staff photo boards in each room so that staff can see who is working in each area.

The manager has a good understanding of how children learn and regularly observes practice throughout the nursery. She is well organised and has a clear overview of the running of the nursery. For example, she ensures there are sufficient staff available to maintain appropriate adult to child ratios. However, the routines of the day are not always managed effectively to ensure that ratios are maintained for small group activities, or that young children's routines are appropriate for their stage of development.

Effective procedures are in place to underpin much of the smooth running of the nursery. These are explained clearly so that all members of staff are clear about their responsibilities. For example, staff undertake routine cleaning throughout the day to maintain a pleasant environment. They follow established procedures for recording and reporting day-to-day information for parents, such as administration of medication, action taken following accidents, nappy changes, feeding and sleeping patterns. This promotes continuity of care for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment)
- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment).

What inspection judgements mean**Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY284857
Local authority	Salford
Inspection number	902611
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	123
Number of children on roll	111
Name of provider	Monton Village School Ltd
Date of previous inspection	12/12/2012
Telephone number	0161 789 0472

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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