

The Mount Pre-School

The Mount School, Dalton Terrace, YORK, YO24 4DD

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| Inspection date | 07/03/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 2 Not Applicable |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff spend time liaising with parents and getting to know children very well. Consequently, children's individuality is respected and activities and learning opportunities are tailored to meet their individual needs. This means all children make good individual progress in their learning and development.
- Children have a good understanding about the world they live in because staff use a range of activities to support children to care for the environment. In addition, children are learning about sustainability therefore developing their skills for the future.
- Children's learning, development and welfare needs are consistently well met between home and the setting because staff have created very strong relationships with parents.
- Staff are extremely committed to continuously improving their professional knowledge and skills. Consequently, they have a very positive attitude to implementing changes to ensure all children get the best possible start in their early years.

It is not yet outstanding because

- Occasionally staff direct children's thoughts and creative skills too much during art activities. This means children are not always free to express their own ideas and creativity.
- There is scope to enhance the outdoor area further to extend children's opportunities to practise their balancing and climbing skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children in the main classroom and the outside area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the provider, the manager and two parents.
- A range of documents in were inspected including observations, planning, tracking of children's progress, and daily sheets.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's Ofsted self-evaluation form.

Inspector

Laura Hoyland

Full Report

Information about the setting

The Mount Pre School was registered in 2012 on the Early Years Register. It is situated in the grounds of The Mount School, York, which is an affiliated independent school. The organisation is a Quaker Foundation and a registered charity. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including the manager who holds Early Years Professional Status and Qualified Teacher Status. The setting opens Monday to Friday all year round. Sessions are from 8.45am until 12.45pm. Children attend for a variety of sessions. There are currently 14 children on roll, all of whom are in the early years age group.

What the setting needs to do to improve further

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

- accept wholeheartedly young children's own creations and help them to see them as something unique and valuable

- enhance the outdoor area to ensure children have a range of apparatus to practise their balancing and climbing skills.

Inspection judgements

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

Children are making good individual progress in all aspects of their learning and development. This is because staff have a solid understanding of how children learn and develop. They plan interesting and stimulating activities and learning opportunities to motivate children to learn. Staff regularly observe children in their play and use observations to plan the individual next steps in their learning to ensure all children are making good progress from their starting points. Staff are confident in tracking children's progress and are able to identify any emerging gaps competently. This means gaps can be focused on and quickly closed.

Staff plan to meet the individual needs of children well. For example, children who enjoy digging and being active in the garden are provided with plant pots, soil and trowels. This

enables children to learn how to pot plants, dig the soil, develop their understanding of growth and develop skills for the future. Staff skilfully extend this learning at group time by using songs about growing and discussing how to care for plants and specifically sunflowers. Children are enthused by the height sunflowers can grow to and staff use a range of mathematical language, such as, 'bigger' 'long' and 'tall'. This supports children's understanding of mathematical concepts. Group times allow children to engage in a range of conversations and staff listen to children's ideas and stories intently. Children are encouraged to talk and this supports them to extend their vocabulary and become confident communicators.

Staff provide a good variety of art and craft materials for children to use in order to create pictures and collages. They support children to make Mother's Day cards while discussing the importance of their families. This means children are gaining a sense of belonging and developing their personal, social and emotional skills. However, occasionally staff direct children to create artwork that is to staff's specification. For example, staff ask children to colour parts of a picture certain colours and stick pieces of material in specific places. This means children are not always supported to see their artwork and ideas as unique and valuable.

Staff have created very strong relationships with parents. Staff spend time learning about individual children, their interests and achievements at home to ensure they plan effectively to extend children's learning in the setting. Parents are invited to formal events where they can discuss their child's progress. In addition, daily discussion allows staff to tell parents what their child has enjoyed during the session and the activities on offer. Consequently, parents are very involved in their child's learning and feel that they are prepared well for their transition to the main school.

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

Children are extremely well settled in the setting and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by gradually lengthening the times children are cared for over several weeks. A two-way flow of information between home and the setting means that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care.

Staff promote leading a healthy lifestyle and are very good role models to children. For example, they sit with them at mealtimes and eat a selection of vegetables, talking to them about the benefits of healthy eating and encouraging them to try new foods. Children sit well at snack and mealtimes and enjoy the social occasion. They talk to their friends about issues that are important to them, such as the colours of the chairs they are sitting on and the texture of the skin on cucumber. Children are also encouraged to exercise regularly both indoors and outdoors. Staff plan music and movement sessions which children excitedly engage in. Staff also open the doors to outside to enable children to choose whether to play indoors or outdoors. The outdoor area enables children to

develop their physical skills and they enjoy kicking balls and rolling hoops. However, there are fewer opportunities for children to practise their balancing and climbing skills to develop an understanding of appropriate risk taking.

Children behave very well in the setting and understand the rules, boundaries and behaviour expected of them. For instance, children sing a tidying up song as they tidy resources away and prepare for lunch. They regularly practise fire drills and supporting children to understand how to keep themselves and others safe, is a high priority for staff. Staff reinforce children's understanding through group discussions and creating artwork of firefighters and fire engines. This promotes children's thinking and prompts discussions around safety issues.

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

Children are very well safeguarded in the setting because staff are very clear about their roles and responsibilities. All staff have received safeguarding training and are confident in discussing the action to take if they are concerned about a child's welfare. Comprehensive policies and procedures support staff and are available to parents at all times. All staff are subject to a robust recruitment and induction procedure and have been stringently checked to ensure they are safe to work with children. In addition, the premises are very secure with pin code locks to ensure only authorised people can access the building. This means children are very well safeguarded while in the setting.

The manager and head of the junior school closely monitor the quality of teaching and planning in the setting. Regular observations of staff practice enable staff to continually evolve in their role, and consequently develop professionally. Planning is monitored weekly and senior staff are aware of what is planned for individual children. This means staff are supported well to deliver the requirements of the Early Years Foundation Stage. Regular appraisals and meetings enable senior staff to praise staff's work, address any issues and support them to achieve their individual targets. For example, staff are very committed to professional development and individual training plans ensure staff learn and develop new skills.

Staff have completed the Ofsted self-evaluation form and have a clear view of their priorities for improvement. Staff listen to the views of children and parents and strive to provide the best service possible. For example, staff have reviewed the opening times of the setting to ensure they meet the needs of parents. Staff are proactive in asking for support and advice when necessary from both the local authority and outside agencies, in order to develop the setting. Although there are currently no children on roll with special educational needs and/or disabilities staff have a clear understanding of where they can access advice and support if required. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years.

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 action. 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

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|------------------------------------|-----------------------------|
| Unique reference number | EY450486 |
| Local authority | York |
| Inspection number | 884124 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 8 |
| Number of children on roll | 14 |
| Name of provider | The Mount School (York) Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01904 667500 |

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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, which are usually the childminder's 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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