

Mountain View Child Care

St. Josephs RC School, Mountain View, COCKERMOUTH, Cumbria, CA13 0DG

Inspection date	18/09/2013
Previous inspection date	23/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The outside gate is not sufficiently secure to protect children from the risk of unauthorised persons entering the outdoor play area.
- Staff do not consistently carry out the progress check at age two or provide parents with written summaries. Insufficient information is gathered from parents about starting points or what their child can do at home to support children's development.
- Information from observation and assessments is not used to effectively plan good learning experiences to support children's learning.
- Arrangements for supervising and monitoring staff performance and practice are not effective, which means children receive an inconsistent standard of care and education.
- Self-evaluation is not robust and does not clearly identify the strengths and weaknesses as many targets previously identified have not been implemented, resulting in insufficient improvements in practice.
- Children's opportunities to develop their emerging literacy and numeracy skills are not fully promoted, particularly in the outdoor learning environment and behaviour management strategies are not consistently applied.

It has the following strengths

- Staff are warm and welcoming, which helps children to settle well and begin to build upon their personal, social, emotional development and independence 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.

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 children playing in the classroom, the outdoor play area and having lunch in the school hall.
The inspector held discussions with the nominated person, the managers, the staff
- and the children throughout the inspection and undertook a joint observation with the manager.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
The inspector checked evidence of suitability and qualifications of staff, the
- supervision and appraisal system, the policies and procedures and the risk assessments.

Inspector

Sandra Williams

Full Report

Information about the setting

Mountain View Child Care was registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a board of directors and offers a pre-school and out of school care provision. It operates from a classroom in St Joseph's Primary School in Cockermouth, Cumbria. Children also have use of the school hall and classrooms within the school. There is an enclosed area available for outdoor play.

The setting opens Monday to Friday, term time only. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 41 children attending, 17 are in the early years age group. The setting provides funded early education for two- three- and four-year-old children. It serves the local area and is accessible to all children. The setting supports children who speak English as an additional language.

The setting employs six members of childcare staff including the managers. The pre-school manager holds a Foundation Degree in Early Years. Three staff hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority early years advisor.

What the setting needs to do to improve further

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

- ensure that the outside gate is sufficiently secure to protect children from the risk of unauthorised persons accessing the outdoor play area
- use information obtained from observing and assessing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- use routine assessment, such as the progress check at age two, to identify children's strengths and where their progress is less than expected. Provide parents with a short written summary of their development in the prime areas of learning
- improve the two-way exchange of information with parents and carers to help ensure the needs of all children are met. Ensure that key persons actively seek to engage and support parents and carers in guiding their child's development at home
- put effective arrangements in place for the supervision of staff by providing a programme of coaching, support and training to foster their continuous professional development and effectiveness. Ensure all staff are clear about their roles and responsibilities and monitor their performance to ensure children receive a consistent standard of care and education at all times
- ensure systems for self-evaluation are robust in order to clarify areas for improvement to ensure the safe and efficient management of the setting, and the needs of all children are met.

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

- improve staff knowledge about managing children's behaviour effectively to ensure that strategies are used consistently so that children receive clear messages about acceptable behaviour
- enhance children's opportunities to further develop their emerging literacy and numeracy skills, by for example, extending the amount of print displayed, such as signs, labels and numbers and by providing more resources for children to make marks in the outdoor play area.

Inspection judgements

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

The arrangements for meeting all of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are inadequate. Staff do get to know the children and plan some activities around their individual interests. However, observations and assessments of children's progress are not consistent in quality and are not frequent or accurate enough. This results in a lack of focus and clear tracking of all children's progress. Planning for children's next steps in their learning is not sharply focused to ensure they make the best possible progress. Managers and staff do not have a robust system for ensuring that statutory checks of all children's progress between the ages of two and three years are undertaken. Staff are not obtaining parents' knowledge of children's learning at home to fully involve all parents in the assessment process. Many parents are not provided with written summaries of their children's development in the prime areas of learning. This is a breach of a legal requirement. Some initial information is gathered from parents about the children when they first attend. However, this information focuses mainly on care needs and not on the children's learning and developmental stages to gain a clear assessment of the children's starting points.

The quality of teaching and interactions with the children is variable. Some staff interact enthusiastically and confidently with the children and show an interest in what the children are doing by positively engaging with them. For example, during group time children show an interest in a member of staff's watch. She takes it off so that children can take a closer look and try it on their wrists to see if it fits. They talk about the fastening device and compare that with how the straps on their shoes fasten together. This leads on to helping children develop their independence skills as they are encouraged to put on their own shoes and fasten their coats before playing outdoors. However, some staff members lack confidence and do not motivate children sufficiently to extend their learning. For example, as children play, some staff merely supervise the children rather than engaging with them to fully extend their play and learning. These examples demonstrate that opportunities to promote children's interests and learning are not consistently applied. Consequently, children are not making as much progress in their learning and development as they should be, given their starting points. This does not fully support their readiness for school when the time comes.

Children are developing some skills in communication and language as they take part in group activities, such as singing songs and listening to stories. Children and their families who speak English as an additional language are welcomed into the pre-school. Staff demonstrate their support by asking parents to provide words in their home language so that they can communicate with the children in both languages. Children use paints, crayons and colour doodles to make marks and create pictures to display on the walls, which supports their creativity and imaginations. However, there are no opportunities for the children to extend this outdoors as there are no resources outdoors for making marks. Labels such as words and numerals on storage boxes and in the outdoor play area are not displayed, which limits children's opportunities to fully develop their emerging literacy and numeracy skills.

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

Children's overall well-being and safety is compromised due to the inadequate security arrangements of the outdoor play area. The gate is not sufficiently secure to protect children from the risk of intruders or unauthorised persons entering the outdoor play area. This is a breach of a legal requirement. However, the flexible settling-in procedures adopted by the staff, help children settle well at the pre-school. Parents and staff share information about children's routines and individual care needs. Children form positive relationships with the staff and their peers, which supports children's emotional well-being. The pre-school is decorated with children's individual art work and photographs, which they enjoy looking at with their parents and staff. This helps children to feel familiar and comfortable in their surroundings. The children select from a reasonable choice of resources, which are mainly stored at low level so that they can reach them. However, some resources, such as those that promote diversity and nature, are not easily accessible and some are not labelled, which somewhat hinders the children's opportunities to freely explore and make independent choices in their play. Children's behaviour is generally managed in a positive way and most children respond appropriately to requests and are clear about what is expected of them. However, the strategies used by some staff are, on occasions, less effective in engaging with the children, which results in inconsistencies in the way their behaviour is managed.

Children have regular opportunities to enjoy fresh air and exercise in the outdoor playground. They move with confidence in a range of ways, such as climbing and balancing on wooden apparatus and pedaling their trikes and toy cars. This supports their physical development and coordination. They also learn about working cooperatively together as they construct different shapes using large wooden blocks. Children develop self-care skills as they learn about the need to wash their hands before eating. Staff provide nutritious snacks, such as fruit and healthy drinks. They talk to the children about how milk is good for their bones. This means that children are learning to make healthy choices in what they eat and drink. The children that stay for lunch join the school children to eat their lunches in the school hall. This, together with the close working relationships between the staff and teachers at the school, supports children in their move from the pre-school to school when the time comes.

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

The managers do not have a secure system in place to ensure that all of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are being met. Statutory checks of children's progress when they are between the ages of two and three years are not undertaken for all children. The lack of monitoring by management demonstrates that this omission has not been realised. The educational programmes are in place, however, there are weaknesses and inconsistencies in the way the programme is delivered. The managers strive to provide quality childcare and they arrange team meetings to support staff in their daily work with the children. However, the arrangements for monitoring staff performance and practice through induction,

supervision, coaching, support and training are not sufficiently robust or effective and, therefore, practice is inconsistent.

The management committee applies appropriate recruitment and vetting procedures when appointing members of staff to work at the pre-school. This includes checks, such as Disclosure and Barring Service checks to ensure staff are safe and suitable to work with children. Most hazards are minimised due to the risk assessments and daily checks undertaken by the staff. The managers and staff have undertaken safeguarding training and have an appropriate knowledge and understanding of the policy and procedure to follow should they have any child protection concerns about children. Staff to child ratios are adhered to and staff are deployed effectively to ensure children are appropriately supervised. However, not all of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the requirements for the Childcare Register are met. For example, the security arrangements in the outdoor area do not adequately protect children from the risk of intruders entering the play area. This breach of the safeguarding and welfare requirements has a significant impact on the safety and well-being of children.

Parents spoken to during the inspection are happy with the service provided by the pre-school staff. They comment on the friendly and homely environment and are impressed with how staff help children to settle happily. Parents are kept informed about their children's routines and activities throughout the day. However, many parents are not fully involved in the assessment of their children's learning and development progress. Partnership working with external agencies and professionals is effective. Children that attend more than one setting, such as childminders, are supported as the staff liaise with the other providers verbally and by using diaries in order to provide consistency in the care provided to the children.

Self-evaluation is not robust and does not clearly identify the pre-school's strengths and areas for improvement. Some recommendations from previous inspections and local authority early years advisor reports have not been fully addressed to bring about sustained improvements over time. The managers are, however, prepared to work with the local authority early years advisor to address the weaknesses and strive to ensure future improvements.

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 no one can enter the premises, including the outdoor play area,

without the knowledge of a person who is caring for children on the premises.
(compulsory part of the Childcare Register)

- ensure that no one can enter the premises, including the outdoor play area, without the knowledge of a person who is caring for children on the premises.
(voluntary part of the Childcare Register)

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

Unique reference number	EY397234
Local authority	Cumbria
Inspection number	936072
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	41
Name of provider	Mountain View (Cockermouth) C.I.C.
Date of previous inspection	23/03/2010
Telephone number	01900 829 859

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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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