

# Mountain View Child Care

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

<b>Inspection date</b>	16/05/2014
Previous inspection date	18/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Relationships between key persons, and the children and their families are strong. As a result, children settle well, effectively supported in their transitions to school and the next stage of their learning.
- Security and safeguarding procedures are robust. Consequently, children's welfare is protected and children are kept safe from harm.
- A wide range of activities and resources provide stimulating learning experiences for all children. Therefore, children's emotional well-being and overall development are well supported.
- Children have good opportunities to make safe and independent choices. This ensures children are active and make good progress in their learning.

### It is not yet outstanding because

- There is scope to further enhance the already good systems for monitoring children's progress to ensure the provision continues to meet the needs of all children.
- There is opportunity to develop the procedures for supervision of staff to further promote the already good standards of quality of teaching, so that children continually benefit from even more highly stimulating and challenging learning experiences.

## 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 activities in the indoor and outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff throughout the inspection, when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Emma McKeown

## 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 situated in a purpose built premises in the Cockermouth area of Cumbria, and is managed by a board of directors. The setting serves the local area and is accessible to all children. It operates from St. Joseph's Primary School and there is a fully enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the manager has a Foundation Degree. The setting opens Monday to Friday, term time only, from 8am until 6pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It is a member of the Preschool Learning Alliance.

### What the setting needs to do to improve further

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

- enhance the already good systems for monitoring the progress of children's learning, to ensure effective evaluation of the provision continues to meet the needs of all children
- extend systems of performance management to promote even higher levels of quality of teaching, so that children continually benefit from even more highly stimulating and challenging learning experiences.

## Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress, given their starting points. This is because spontaneous observations identify children's skills, and key persons plan for children's next steps in their learning and development. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enable children to develop their own ideas and interests. For example, children enjoy working together to build a campsite with a tent and camp fire 'for cooking sausages.' They discuss the best ways to erect the tent using 'bendy poles'. As a result, children are engaged and motivated for learning. Children are supported well in their communication skills as staff model effective use of language for thinking and questioning. For example, as children make playdough they are encouraged to describe the texture and wonder how much flour to add to 'stop it being too sticky.' A language-rich environment ensures children are provided with opportunities to further develop their communication skills. The development of key skills in the personal, social and emotional aspects of

children's learning are further supported, as children confidently make choices. Children are learning effectively as they freely help themselves to the stimulating and clearly labelled resources available to them. Children are very physically able and have a wide range of activities to develop these skills. For example, as they use the climbing equipment outside. Consequently, children are ready for school when the time comes as they develop a range of skills to support their future learning.

Children's interests inform the planning of activities across all areas of learning. There is an effective system to evidence, monitor and track children's progress through observation and assessment. Key persons have a clear understanding of children's next steps in their learning. Parents complete an 'all about me' booklet which gives detailed and useful information about the children. This is complemented by early assessments, which the key persons make in order to have a good understanding of what children know and can do. Effective settling-in procedures enable key persons to gather a range of information from parents about the needs, abilities, interests, likes and dislikes of all children. The continuous provision of high quality, stimulating resources and activities within the learning environment, both indoors and outside, allows children to form positive relationships with their peers. For example, they play together in the role-play garden centre selling flowers. Outdoors, they play with a range of equipment and make patterns in the sand tray. As a result, children demonstrate the characteristics of effective learners.

The preschool recognises the importance of working in partnership with parents, and this is a key strength. Parents are well informed about their child's learning through a variety of methods. This includes effective daily verbal communications, notices and opportunities to share learning journey profiles. Parents are invited to share learning from home and this is included in their child's learning journey profile. The preschool further supports learning at home. Resources are provided for families to borrow, such as home learning bags. Comprehensive progress checks are shared with parents when appropriate, and strategies are shared to ensure all children make at least good progress. Consequently, parents are fully involved in their child's learning and development.

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

Children receive a warm welcome as they enter the preschool at the start of the day. The robust key person system ensures positive relationships are developed with children, parents and extended families. Staff are fully aware of the importance of meeting children's individual needs. The effective methods for sharing information with parents ensure that every child's needs are fully met. As a result, children's well-being is well supported, and they feel safe and secure to explore. This has a positive impact on children's learning, as they are ready to learn from the earliest opportunity. The daily routines and activities provide children with opportunities to play and learn together, for example, as they play hide and seek outside, or sit quietly sharing a story.

Staff are good role models to children, sitting at their level, frequently offering praise and calmly establishing expectations. Staff are consistent in their approach and, as a result, behaviour is good. Through collaboration with their peers and support from key persons, the children have devised 'golden rules' for positive behaviour. This teaching strategy

ensures children are able to develop good friendships, and show care and concern for each other. For example, they take turns and share resources to make marks with chalks on the playground. Children are well prepared for the next stage in their learning and development. This is because the preschool offers effective support during the settling-in period and on to school when the time comes. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during transition periods. This ensures consistency of care is maintained, and children's well-being is fully supported as they make adjustments during periods of change. Parents make positive comments in their child's learning journey profiles about the progress their children are making in their learning and development. Therefore, parents feel valued and included in their child's learning.

Children learn to keep themselves safe and healthy through the daily routines and activities. For example, children are reminded to hold on to equipment as they climb. Children are beginning to understand the importance of good hygiene, as they are reminded to wash and dry their hands carefully. They learn about a healthy and varied diet as they grow their own fruit and vegetables. Staff provide a snack of fruit, vegetables and yoghurt, which further promotes this area of learning.

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

The manager demonstrates very good understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage and in ensuring the preschool is effectively organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. The gates to the outdoor play area are locked, ensuring children are safe and secure while playing outside. Risk assessments are thorough and reviewed regularly. Consequently, children are cared for in a safe environment. The manager demonstrates good understanding of safe recruitment procedures, ensuring that children are always cared for by suitable adults. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile phones within the preschool, which staff understand and adhere to.

The manager demonstrates a clear commitment to reflective self-evaluation. Recommendations from the previous inspection have been addressed. This demonstrates a good commitment to continuous improvement. A comprehensive action plan further identifies areas for improvement. Systems are in place to monitor the effectiveness of the educational programmes, through tracking children's progress. This can be developed further to provide effective evaluation of the impact of the provision on children's progress. The manager arranges supervision meetings with her staff to monitor the quality of teaching and learning. However, there is scope to further improve the monitoring of the quality of teaching. This will ensure opportunities to support children's learning are further enhanced through even more highly stimulating and challenging activities. The manager recognises the importance of continuous professional development; relevant training is

shared with all staff to improve their already good knowledge and skills. Regular evaluation of weekly planning ensures activities are planned to meet the individual needs of children. This ensures children make good progress towards the early learning goals.

The successful partnership between the preschool and parents ensures that children's needs are quickly identified and well met. Parents are invited to share in their children's learning through a range of different opportunities, for example, contributing to their child's learning journey profile. Information is gathered regularly from parents to help inform the assessment systems, which effectively monitor children's progress from their starting points. Parents comment on the positive learning experiences their children have enjoyed at the preschool. The effective partnership between the preschool and the local primary schools ensures children are well prepared for moving on to school, when the time comes.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY397234
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	963357
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Mountain View (Cockermouth) C.I.C.
<b>Date of previous inspection</b>	18/09/2013
<b>Telephone number</b>	01900 829 859

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

