

# Mount View Pre-school

Mount View Methodist Church Hall, Derbyshire Lane, SHEFFIELD, South Yorkshire, S8 8SG

## Inspection date

16/06/2014

Previous inspection date

08/03/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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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

- Good quality teaching by all staff ensures that children are motivated and excited to learn.
- The setting has a strong management team in place that reviews their practice regularly and makes the necessary changes to benefit children in their care.
- Children have warm and positive relationships with staff, which allows them to feel safe and secure.
- Children with special educational needs and/or disabilities are well supported, therefore ensuring they make the best possible progress.

### It is not yet outstanding because

- There is scope to improve free access to resources in the outdoor areas, allowing children to take responsibility for their own learning.
- Parents are not yet involved in the assessment process when their child enters the setting. Therefore, an accurate picture of their achievements is not in place from the outset.

## 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 activities in the pre-school and the interactions between children and staff.
- The inspector conducted meetings with a number of parents and discussed their views.
- The inspector reviewed children's assessment records and spoke to both the manager and staff throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

## Inspector

Jessica Otter

## Full report

### Information about the setting

Mount View Pre-School was registered in 1968 on the Early Years Register. It is situated in the Norton Lees area of Sheffield and is run by a committee. The setting serves the local area and is accessible to all children. It operates from a church hall and there is a fully enclosed area available for outdoor play. The setting employs nine members of childcare staff. All of these hold appropriate early years qualifications at level 1 or above. The setting opens Monday to Friday, term time only. Sessions are from 8.55am until 3.30pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- encourage independence and child-initiated play outdoors, for example, by introducing more resources that are freely accessible to children
- focus more precisely on involving parents in the initial assessments of their children's progress, for example, by supporting them more effectively to share information about their children's achievements at home.

## Inspection judgements

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

Children show excitement and enthusiasm when attending the pre-school and form good relationships with all staff. Planning is based around children's interests and this allows them to become engaged in their learning. For example, some children show a keen interest in football. Therefore, this is incorporated into the activities; staff provide football nets outside, children paint flags from around the world to represent the different teams and they help prepare and eat foods, which originate from these different countries. Planning is specifically aimed at the needs of children in order to move them on to their next stage of development, therefore, ensuring that they progress well towards the early learning goals. Children who have special educational needs and/or disabilities are fully supported and strong procedures are in place to ensure that they are making good progress. The setting works in close partnership with parents with regards to ongoing assessments and they are encouraged to get involved with this at various stages. However, this pre-school is not proactive in supporting parents to share what they know about what their children can already do when they first start at the pre-school. This means that staff do not have a clear picture of children's achievements on which to base

their initial planning. The pre-school involves parents in their children's learning at home by keeping them informed of what they are doing on a daily basis and inviting them in to celebrate their child's achievements. Recent events include an art exhibition. The parents have also been involved in a fashion show and a dads and tablet computer session.

Strong relationships are formed with other surrounding educational establishments and frequent visits ensure that children are well prepared when moving on to their next stage of learning. Staff understand the balance of supporting children in their learning and know when it is appropriate to intervene. This enables children to become self-sufficient in their routine care needs and self-help skills. As a result, they gain the skills required in readiness for school. Conversely, the setting have also developed a baby and toddler group, which is run by one of the members of staff on a weekly basis. This also acts as a strong transitional tool as it prepares younger children for their time at the setting, should they attend.

Staff have a sound understanding of the requirements of the Early Years for the Foundation Stage and have high expectations for all children who attend. A good standard of teaching is evident throughout the setting and staff use well established questioning techniques in order to develop children's thinking and problem solving skills, which contribute towards them becoming independent learners.

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

Children are happy and content in the setting and feel secure in the surroundings. Children confidently leave their parents and carers and settle quickly in their chosen activities. They have access to a bright and stimulating environment that offers a wide choice of activities and play opportunities, which take account of children's interests, age and ability. Indoors, they have free access to a range of resources and use these to take responsibility for their own learning. However, it is more difficult for children to help themselves to toys and equipment when they are outside. This restricts children's ability to initiate their own play and learning.

Staff teach children self-help skills from the very first day and this is done throughout the session. For example, they are encouraged to wash their own utensils following snack time and wash their hands before handling food. Activities are planned that aim to educate children on ways to keep themselves safe, for example, how to climb the stairs and jump from large apparatus safely and correctly. This also develops children's knowledge of risk-taking within the environment. Overall, children behave well within the setting. This is because staff implement an effective behaviour management policy. Children learn to sit and listen to instructions during circle times and older children concentrate well. Children are praised for good behaviour and achievements and they respond well to this. Staff promote a healthy lifestyle and children are taught about healthy eating. They enjoy outdoor play and regularly take physical exercise, using a large hall for this if there are adverse weather conditions. Staff prepare a range of healthy snack options and follow children's individual dietary needs.

On entry, the settling-in process is tailored to the individual needs of children and allows children to build their confidence and self-esteem. A well-established key-person system is in place, which provides children with a sense of security. Each key person has a sound knowledge of children's interests and levels of achievements and uses this to plan developmentally appropriate activities, in turn contributing to their well-being. Outdoors, children have opportunities to learn about the natural world and enjoy growing fresh produce and sunflowers or making bird feeders. Children enjoy watching the process of caterpillars turning into a butterfly. Staff support children well in this area and have resources in place to support their learning, such as books and games. Children are taught the importance of looking after the environment through recycling and have recently enjoyed making a scarecrow with recycled goods.

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

Staff provide children with a safe environment where they learn and develop well. They ensure that they are deployed appropriately, both indoors and outdoors, at all times in order to keep children secure. Good systems are in place to help safeguard children and protect them from harm. All staff are aware of the procedures to follow should they have any concerns with regards to children in their care. The welfare of children is of prime importance to the pre-school and there are stringent procedures in place to ensure that accidents, administration of medication and visitors to the setting are recorded and reported appropriately. Frequent risk assessments are carried out on the premises in order to minimise potential hazards and to keep children safe. These procedures are also followed for outing into the local environment and beyond.

Planning, teaching and assessments are regularly monitored to ensure that children are receiving a positive and effective learning experience. Staff are aware of the importance of working closely with other professionals and that this is important in order for children to make the best possible progress. Appraisals of each member of staff takes place on an annual basis and highlights any training issues there may be. Supervision meetings enable staff to speak with the manager to share their thoughts and ideas. These also provide a platform for further professional development and training to enrich their knowledge and understanding in early years subjects. This ensures that all staff are able to develop their own practice, which in turn benefits children. Procedures are in place to allow current and relevant training to be cascaded to all staff members. For example, all staff are now able to use Makaton to support children with special educational needs and/or disabilities.

Management and staff are striving for continuous improvement. In order to do this, they work in partnership with parents and children by gaining their views and opinions. This feedback is collated and acted up on accordingly. Improvements are evident. For example, since the last inspection the outdoor area has been renovated and children have been fully involved in this process.

## 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>	300718
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	818619
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Mount View Pre-School Committee
<b>Date of previous inspection</b>	08/03/2011
<b>Telephone number</b>	07849 065 853

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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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