

# Monton Village School Ltd

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

## Inspection date

03/07/2014

Previous inspection date

16/09/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

4

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

- Systems to monitor the quality of the provision including the educational programme, staff practice and planning are not effective. As a result, too little is done to improve the provision for children's care and learning.
- Since the last inspection there have been significant staff changes resulting in a lack of continuity and disruption to children's care and learning. Consequently, some staff do not know children well enough to identify or fully meet their individual needs.
- At times, staff use equipment for babies that is not developmentally appropriate. This compromises children's safety and well-being.
- Weaknesses in the quality of teaching mean that activities and experiences are not tailored to meet children's individual needs. Consequently, the available resources and planned activities fail to ignite children's interest. As a result, some children are bored and lack enthusiasm for learning.
- Staff often have unrealistically high expectations, especially for children under three years of age. Consequently, very young children are expected to routinely participate in large group activities and formal, adult-led learning. This means teaching strategies are not matched to individual children's needs.

### It has the following strengths

- Partnership working with external agencies helps ensure children are adequately safeguarded and that identified children get the support they need.

## 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 five main play areas, the hall and the outside learning environment.
- The inspector conducted a joint observation with a member of the management team.
- The inspector held meetings with the nominated person, the senior area special educational needs coordinator from the local authority, members of the management team and also spoke to staff within the setting at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the 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

Vickie Halliwell

## **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 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 Eccles, Greater 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 and separate toddler room. Children also have access to the school hall and four enclosed areas for outdoor play. The nursery employs 31 members of childcare staff, who work on a full- and part-time basis. Of these, 23 hold appropriate early years qualifications, 19 of which are at level 3 and above. One member of staff holds a degree in Early Childhood Studies, one holds a degree in Teaching, Learning and Mentoring and another has Qualified Teacher Status. The nursery opens Monday to Friday, all year round with the exception of public holidays and a period over Christmas. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 119 children attending, all of whom 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 the key-person system is understood and implemented by all staff, in order to build relationships so that every child's care and learning is tailored to meet their individual needs
- take reasonable steps to ensure the safety of the children by ensuring developmentally appropriate and age-appropriate equipment is used, in this instance, by ensuring recliner chairs for babies are used in accordance with the manufacturers safety instructions
- ensure that all staff are aware of, and reflect upon, the characteristics of effective teaching and learning in order to provide every child with a good quality learning experience
- improve the learning experiences provided for each child by increasing staff's awareness of how to support children's learning, how to observe and use the assessment system to help them understand children's level of achievement and how to use the information to plan for children's future learning
- improve the educational programme by: providing challenging and enjoyable experiences for each area of learning and development based on children's individual needs and interests: ensuring this is implemented through an appropriate balance of adult-led and child-initiated activities, so children can learn through leading their own play
- improve leadership and management arrangements by implementing effective and informed performance monitoring and by tackling underperformance through targeted support and professional development, in order to ensure staff offer a quality learning experience for children that continually improves.

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

Children are acquiring some of the skills they need to be ready for school. For example, they write clearly identifiable letters and sound out words phonetically to read individual words and simple sentences. However, there are weaknesses in the quality of teaching and staff's knowledge and understanding of how young children learn best. This means that children are not supported in becoming independent learners, which is essential for their future learning. This is because staff do not reflect sufficiently on the different ways in which children learn or consider this when planning children's activities. Consequently,

planned learning is largely generic, and while this ensures a broad and balanced curriculum is provided, it means that staff often fail to respond to individual children's emerging needs and interests. Consequently, staff fail to ignite children's curiosity and enthusiasm for learning. As a result, children often become bored and lose interest in planned learning which is overly adult led. For example, during rehearsals for the end of year play, staff fail to ignite children's interest and children quickly become restless; playing with their shoes, hair and clothing, pushing the chairs in front of them and leaning on the child sitting next to them. The children have no awareness of the sequence of events or what will happen next until directed by a member of staff. Throughout the rehearsal children are momentarily engaged as they join in with a familiar song but as the narration continues, it is clear that children are not enjoying the activity but are expected to sit for 30 minutes.

The quality of the learning environment in some rooms is poor. As a result, children are not interested in the play materials provided. Staff fail to change the resources provided, which they explain are linked to planned learning for mathematics. Consequently, resources remain untouched on the tables. Staff do not support children or encourage them to independently seek alternatives, which restricts opportunities for children to learn by leading their own play. Areas to support child-led imaginative play and exploration, particularly for the large number of two-year-old children in one of the rooms, are very limited. Staff often have unrealistically high expectations, especially for children under three years of age, which means teaching strategies are not matched to individual children's needs. Weaknesses in the quality of teaching are highlighted as staff with little knowledge of children's individual capabilities, briefly attempt to engage children in a planned activity. For example, they rapidly ask questions to encourage children to count, name numerals, colours and size. Children are not given time to think or respond before they are asked further questions and quickly walk away from the member of staff. Staff ask children to write numerals but fail to value the earlier stage of development, as children use their fingers to make patterns and random marks in a small tray filled with flour. In addition, two-year-old children sing songs while seated in very large groups of 24 children. Consequently, many children lose interest and become restless in their chairs. Similarly, babies and younger toddlers in the village room listen to stories in large groups situations. Consequently, staff fail to fully engage or maintain children's attention. In contrast staff in the older squirrels room are briefly supported by a senior member of staff who embraces sensory play. As a result, older babies aged under two years delight in the opportunity to play freely and explore the coloured foam. However, some staff fail to meet children's individual needs. Consequently, older babies sit and observe a gluing and sticking activity for over 20 minutes, but are not supported or sufficiently encouraged by staff to take part and they, therefore, leave the table without experiencing the activity.

Key weaknesses in the implementation of the key-person system in several rooms throughout the nursery impacts significantly on the provision for children's learning and development. This is because a significant number of staff throughout the nursery, do not have an adequate knowledge of their key children. Consequently, they are not aware of children's developmental stages, so are unable to identify priorities for children's future learning. Systems to encourage parents to share details of their child's capabilities at admission are in place and are particularly effective in the little squirrels baby room. Staff also complete a general overview of children's progress when they move rooms within the

nursery. However, in reality, staff caring for children under three years of age are not aware of the information provided. Systems for informing parents about their child's progress are established but these are currently hampered because staff do not know their key children well enough. Staff know that they must observe what their key children can do and complete a progress check for children aged between two and three years. However, the quality of observation and assessment is inconsistent as it reflects the variation in staff's knowledge and understanding of their key children and child development.

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

Since the last inspection there have been significant changes in staff deployment resulting in a lack of continuity and disruption to children's care and learning. Consequently, some staff do not know children well enough to identify or fully meet their individual needs. This means, some children, especially those aged between 12 months and three years, are not forming a secure attachment with a key person. Such attachments are needed to promote their emotional well-being and to help children feel secure. This is particularly problematic for children in the older squirrels baby room and the village room where children have very little contact with familiar staff due to the large scale redeployment. Children's attachment with other staff within the nursery is clearly evident when they return to provide cover for staff and are enthusiastically greeted by older babies. Most children are settled within the nursery and are familiar with their surrounding and the nursery routines. Staff respond appropriately to meet their immediate care needs, for example, offering reassurance to any children who are unsettled. However, staff have unrealistic expectations and do not do enough to support older babies and younger toddlers during meal times, when self-help skills are not yet secure. For example, older babies struggle to feed themselves with metal forks. Babies sleep in accordance with their individual routines. However, staff do not take sufficient steps to ensure their safety and comfort. For example, mobile babies who can sit unaided are settled to sleep in recliner chairs intended for use by younger babies. This compromises babies health and safety. In addition, children are settled to sleep wearing glasses.

Staff implement appropriate behaviour management strategies. For example, staff routinely praise good behaviour and raise older children's awareness of potential hazards, such as rocking backwards on chairs or pushing the chair in front of them. However, poor organisation and unrealistic staff expectations has an impact on children's behaviour. For example, older two-year-old children who, while generally supervised by staff, are left for several minutes to dine at a table alone and this leads to minor outbreaks of disruptive behaviour. Children are well nourished and enjoy a varied diet. Children throughout the nursery enjoy daily opportunities to play outside in the fresh air and sunlight, which contributes to a healthy lifestyle. Older children are encouraged to recognise when they are thirsty. They are becoming increasingly aware of the effects of exercise on their bodies and enjoy practising outdoors for their annual sports day. Clear routines which help prepare children for school are embedded into the nursery day, for example, lining up to go into the hall for rehearsals and meals. In addition, children are reminded of the importance of listening and taking turns and are well supported to ensure they are

competent in managing their own personal hygiene. This helps children acquire some of personal and social skills they need to be ready for school.

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

Children are appropriately safeguarded as staff are clear about their role and responsibility to protect children from possible harm if they are worried a child is being abused. Appropriate recruitment and vetting procedures ensure staff are suitable to work with young children. However, some aspects of leadership and management are weak and the nursery's improvement since the last inspection has been poor. This inspection was prioritised following concerns being raised about the provider's ability to ensure children's safety during meal times. This inspection found that an incident had occurred when hot food had dropped onto a young child's arm and had left a red mark. The staff responded appropriately to the incident, a cold compress was applied and the incident was recorded, and subsequently, signed by the child's parents. The manager stated the children had already eaten the meal and this was a second serving, so she is unable to explain why the child sustained such an injury. The manager has since taken appropriate action. She explained that the meal time procedure has been reviewed and staff monitor the temperature of the food closely to avoid any further incidents. During this inspection, children's meals were plated and allowed to cool before being served to the children.

Following the last inspection by Ofsted, where the setting received a number of actions to improve, the manager took sufficient steps to address the weaknesses identified. As a result, clear systems are now in place to ensure staff to child ratios are maintained over lunch breaks and in the early morning. Appropriate steps have been taken to improve the provision for outdoor play. Systems to gather information from parents, in order to identify children's starting points have been introduced and contribute to the settling in and subsequent planning process particularly in the lower squirrels baby room. In addition, some steps have been taken to provide opportunities for children whose home language is not English, to develop and use their own language. However, current weaknesses in staff practice means children's well-being and safety is not always assured. For example, children's safety is compromised because staff use equipment that is not developmentally appropriate. This is also a breach of requirements of the Childcare Register. In addition, weaknesses, in staff's knowledge and understanding and their recent redeployment, means some of the improvements made to provision for children's learning are not currently effective. As a result, weaknesses still remain in relation to the quality of teaching and planning for individual children's learning. This means children's learning and development is compromised because the management fail to fulfil their responsibilities in fully meeting the learning and development requirements of the Early Years Foundation Stage. This is because systems to continuously monitor the educational programme, staff practice and planning are not effective. As a result, staff practice, including the quality of teaching and the implementation of the key-person system is weak. Consequently, activities and staff support is not tailored to meet children's individual care and learning needs.

The system to monitor the quality of the provision since the last inspection has not been

fully effective. Consequently, the named manager has an unrealistic view of the provision and has failed to respond in a timely fashion to address the weaknesses identified. This means, at the time of this inspection, too little is being done to ensure the provision is meeting the both the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. However, systems to rigorously evaluate the quality of the provision are now in place and the nursery have set challenging targets for improvements. The senior management team and directors within the company have recognised the challenges facing the provision and have, subsequently, reviewed the management structure. As a result, two highly qualified managers have very recently been appointed, to help address underperformance and drive improvement. The appointment of one of the managers has quickly strengthened partnership working with external agencies, which helps ensure identified children get the support they need. Parents spoken with during the inspection expressed satisfaction and said their children enjoyed coming to the nursery. Verbal exchanges and written daily records mean that parents are adequately informed about care practices and the range of play opportunities provided. Parents' evenings provide an overview of children's progress. However, inconsistencies in staff practice and their knowledge and understanding has an impact on the quality and accuracy of the information provided.

### 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 equipment used for the purposes of childcare is safe and suitable for use (compulsory part of the Childcare Register).
- ensure that equipment used for the purposes of childcare is safe and suitable for use (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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY284857
<b>Local authority</b>	Salford
<b>Inspection number</b>	980147
<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>	123
<b>Number of children on roll</b>	119
<b>Name of provider</b>	Monton Village School Ltd
<b>Date of previous inspection</b>	16/09/2013
<b>Telephone number</b>	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, 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.

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