

Monton Village School Ltd

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

Inspection date

01/12/2014

Previous inspection date

03/07/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Babies and children have access to a wide range of resources, which are easily accessible. This enables them to initiate their own learning and develop their independence skills.
- Key persons establish warm and caring relationships with children, which promotes their sense of emotional security and belonging. As a result, babies and children are happy and content and feel safe in the nursery environment.
- Staff have a secure understanding of how to promote the safety and welfare of the children in their care. They assess the risks to the premises well and minimises these so that children are able to learn and play in a safe environment.

It is not yet good because

- Staffs' understanding of how to observe children's learning varies across the nursery. This means that their assessments are not always accurate enough to plan how best to support children.
- On occasions, the planning of group activities does not always take into account the differing individual needs and interests of all children. This means that some children are not consistently challenged in order that they continue to make the best possible progress.
- The outdoor areas are not yet fully developed to enable babies and children to explore natural and open-ended materials to enhance their creative and imaginative 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 held discussions with the manager and talked to children, staff and key persons throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector discussed the process of self-evaluation and looked at action plans.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the process of self-evaluation and looked at action plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie S Kelly

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 playrooms, 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 32 members of childcare staff, who work on a full and part-time basis. Of these, 23 hold appropriate early years qualifications, 20 of which are at level 3 and above. One member of staff holds a degree in Teaching, Learning and Mentoring and another has Qualified Teacher Status. The nursery opens from 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 receives funding for the provision of free early years 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. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve the use of the observation and assessment system to enable all staff to understand children's level of achievement, and use the information to tailor activities to meet children's individual learning needs.

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

- review the planning of group activities, so that each child's individual developmental needs and interests are taken into account, in order that they are all consistently challenged and make the best possible progress
- develop the outdoor environment further, for example, by providing extensive opportunities for babies and children to explore an extensive range of natural and open-ended materials to enhance their exploratory and imaginative skills.

Inspection judgements

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

Staff have a sound knowledge of the Early Years Foundation Stage and generally provide a range of activities that children enjoy. The playrooms are stimulating and beautifully resourced to provide children with opportunities to be active learners. However, the outdoor areas are not yet fully developed to provide babies and children with extensive opportunities to explore a wide range of natural and open-ended materials to enhance their creative and imaginative skills. A wide range of toys and equipment is stored at child height so that they can access them independently. This means that children can explore the environment and make choices about what they want to do, which fosters their natural exploratory impulse and sense of curiosity. For example, babies excitedly crawl towards the resources that particularly excite them, such as, objects in the black and white area, treasure baskets filled with an array of different textured objects and an assortment of interactive toys. Toddlers and pre-school children explore a range of media and materials, such as sand, flour, paint and dough. Children with special educational needs and/or disabilities are supported particularly well because staff establish work in close partnership with parents and external professionals to ensure their individual needs are met. Staff support children who speak English as an additional language by finding out and using key words and phrases in their home language in order to develop their communication and language skills.

Children develop their personal, social and emotional skills as they play cooperatively in a group and form close relationships with staff and each other. They feel good about themselves as they are praised and encouraged by staff, which promotes their confidence and self-esteem. Staff help babies to develop their communication and language skills as they recognise and respond to the different sounds they make and the gestures they use to communicate. They repeat sounds back to them to encourage their understanding of two-way conversation and provide valuable opportunities for them to listen and tune in to the noises they hear. Pre-school children use language very well to communicate their thoughts and ideas and talk confidently about their home and family. For example, they tell staff that they are going to school in September after the wedding, describe the characters in their favourite film and explain that what a character in a favourite story did was very cheeky. Children develop their large muscle control and coordination as they have the freedom and space indoors and outdoors to move around. For example, babies develop their mobility skills as they reach out for objects that are near them, press buttons on interactive toys and pull themselves up to a standing position with the furniture. Older children develop their awareness of space as they run around outside skilfully avoiding obstacles. Pre-school children's literacy skills develop extremely well because they have opportunities to link sounds to letters, learn that print carries meaning and ascribe meaning to the marks they make. Consequently, children develop the skills and abilities to prepare them for the next stage in their learning and eventually, school.

Children make steady progress towards the early learning goals and are working comfortably within the typical range of development expected for their age. Staff observe and talk to children about what they like to do and mostly respond to their interests and

suggestions. They complete observations and assessments, together with termly learning development summaries, so that they are generally aware of children's current learning needs. However, staffs' understanding of how to observe children's learning varies across the nursery. This means that their assessments are not always accurate enough to plan how best to support children. Staff gather information about children's development from parents when children start and use this information as a starting point for their future learning needs. However, on occasions, the planning of group activities, does not always take into account the differing developmental needs and interests of all children. This means that some children in the group are not consistently challenged in order that they continue to make the best possible progress. Staff share significant learning with parents through regular conversations, parents' meetings and children's learning journal records. Parents contribute to children's assessments and tell staff what their children have been doing at home, so that they can build on their experiences. In addition, staff talk to parents about how they can support their children's learning at home, for example, by providing information about how to help them form letters correctly.

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

Staff are caring and sensitive and support babies and children to form secure, emotional attachments, which provides a firm base to promote their personal, social and emotional development. A key-person system is in place and staff know children well, which helps them to form close emotional attachments. For example, babies enjoy cuddles with their key persons as they listen to stories and sing songs. Key persons are responsible for babies' intimate care needs and skilfully use nappy changing times as an opportunity to build strong relationships with them. As a result, they remain comfortable and content. Older children are keen to share their knowledge with key persons, as they draw pictures for them and talk confidently about their past experiences. Discussions with parents on entry about children's likes and dislikes and the implementation of the settling-in policy ensure that children settle well. Children new to the nursery soon become familiar with the rhythms and routines of the day and form close friendships. Arrangements for supporting children as they move rooms are well planned through taster visits, discussions between key persons and sharing of learning and development records. This means that children develop confidence in new situations and are well equipped emotionally, in readiness for school.

Staff are consistent in the way that they approach behaviour management and children respond to positive praise and encouragement as they persevere with tasks. They explain about sharing, distract children with other resources and talk about being kind to their friends. As a result, children develop their self-esteem; feel good about what they do and are beginning to understand the boundaries of appropriate behaviour. Staff promote children's awareness of good hygiene routines through role modelling of good practice and the consistent implementation of policies and procedures. For example, children know that they wash their hands to get rid of germs. Children enjoy a wide range of healthy, nutritious meals and snacks and regular drinks to support their physical well-being. They demonstrate their understanding of the importance of healthy eating habits as they talk about food that is good for their bodies and helps them grow. Babies are provided with an alternative menu to meet their individual needs, such as blended food and pureed fruit

and vegetables. Children are encouraged to do things for themselves, such as putting on and taking off aprons and coats, which enables them to learn to manage their own self-care needs. There is a focus on outdoor activities and each playroom has direct access to its own outdoor play area where babies and children benefit from physical exercise and fresh air. In addition, separate outdoor areas for different age groups means that their individual physical needs are met and they remain safe. Staff also provide, cosy, cushioned areas indoors where children can rest, relax and play quietly. As a result, their well-being is appropriately promoted.

Staff ensure that children are kept safe in the indoor and outdoor environment. For example, daily checks are made to ensure that hazards are removed prior to children accessing the activities on offer. Staff teach children to walk indoors, pick up resources so that they do not trip over them and sweep up sand so that they do not slip. They talk to children about using knives and forks safely at lunchtime so that they learn the boundaries to keep them safe. Staff regularly check resources and equipment for sharp edges and breakages. As a result, resources are safe, clean and well-maintained and developmentally appropriate to meet the individual needs of all the children attending.

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

There are two managers employed, both of whom have a secure understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Staff have a good knowledge of the signs and symptoms of abuse and neglect and know what to do and who to contact in the event of a child protection concern. They attend regular safeguarding training to ensure their knowledge and skills are kept up-to-date. Effective recruitment procedures, including vetting and checking staff qualifications, ensure that they are suitable and safe to work with children. An induction process, which takes place over time and includes a probationary period, means that staff are fully aware of their roles and responsibilities. Detailed risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. Security measures, such as closed circuit television cameras fitted in all rooms, locked doors and gates ensure that children are well protected from unauthorised visitors and cannot leave the premises unsupervised. Following the action from the last inspection, managers have reviewed the equipment to make sure that it is used appropriately, in accordance with children's age and stage of development, so that children are kept safe.

Staff supervisions and appraisals are undertaken to identify staff's continued professional development and precise training requirements. The managers have worked hard since the last inspection to address the actions raised at the last inspection. These include, completing observations of staff's practice and organising training that is tailored to meet their individual needs. Consequently, there has been some improvement in staff's knowledge of the characteristics of effective teaching and learning and how to observe, assess and plan for children's next steps. However, their understanding varies across the nursery because, for some staff, the knowledge they have gained is not yet fully established in practice. The managers have an accurate view of the strengths and weaknesses of the nursery and have effective systems in place for self-evaluation. These

include detailed action plans that evidence prioritised targets for future improvements. The nursery is proactive at seeking external support and advice and acts on the valuable guidance they receive from the local authority Starting Life Well team. The managers recognise that the outdoor environment is an area for further development and have plans in place to install ramps so that babies can independently access outdoor play. Parents and children's views are included in the self-evaluation and their ideas and suggestions are listened and responded to. For example, parents comment that the process for sharing information about children's learning has significantly improved.

Staff have positive relationships with parents, which results in children's individual care needs being met and ensures that they have appropriate knowledge of their likes, dislikes and interests. They liaise closely with external professionals to secure appropriate interventions for children when necessary. Staff also establish firm links with other early years providers and schools which promotes effective continuity of care and learning. parents are eager to express their opinions about the nursery and are highly complimentary about the care and learning their children receive. They comment that their children enjoy coming to the nursery and that staff provide a warm, welcoming atmosphere where children feel safe. Parents explain that they are well informed about children's progress and how they can help support children's learning at home.

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. 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

Unique reference number	EY284857
Local authority	Salford
Inspection number	986989
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	123
Number of children on roll	119
Name of provider	Monton Village School Ltd
Date of previous inspection	03/07/2014
Telephone number	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.

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