

Monton Village School Ltd

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



Inspection date

12 November 2015

Previous inspection date

1 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and the well-qualified staff are very ambitious. They collectively have high expectations for the nursery and raising the overall outcomes for children. The process of evaluating and evolving the provision has been very successful. The team has worked hard to make significant improvements within the whole nursery.
- All children make good progress towards the early learning goals. The management team have worked hard with staff to raise their quality of teaching to at least good. They closely monitor staff's practice to ensure they continually improve their teaching.
- The management team highlighted weaknesses in the staff assessments of children's progress and has successfully reviewed the systems. Staff received one-to-one training and are now confident practitioners who accurately assess the progress children make in their learning.
- Children are well cared for by the friendly and attentive staff. They form close relationships, which helps to foster children's confidence and emotional development very well. Staff recognise the uniqueness of each child. They take the time to get to know them and spend good quality time supporting them in their activities.
- Partnerships with parents are strong. Parents discuss the positive changes the management team has made. They are fully involved in nursery life. They receive invitations to stay and play, have great opportunities to contribute to their child's learning and share their views about the nursery.

It is not yet outstanding because:

- The management team has established that staff will benefit from further training to raise their teaching practice to outstanding.
- Staff have not explored all ways in which they can promote children's independence.

What the setting needs to do to improve further

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

- enhance the knowledge and skills of staff and continually review the impact of training to raise practice to the optimum level
- strengthen ways in which children's independence skills can be developed even further.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, for all age groups, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the management team's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector looked at a sample of policies, including risk assessments and children's assessment records, and discussed the systems for planning children's play experiences.
- The inspector spoke to a selection of staff, parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

A very strong management team leads the nursery. They demonstrate a passion to drive improvements and address issues effectively as they arise. Staff receive support, guidance and training to aid their practice. Supervision sessions are having a significant impact on the quality and consistency of staff's teaching. This helps children receive well-tailored play experiences and they make good progress. The manager scrutinises group assessments and individual children's progress to identify any gaps in learning. These are speedily addressed with the support of relevant outside agencies. The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities to protect the children in their care. The management team ensures staff are kept well informed about this topic through attending regular training and discussions at team meetings.

Quality of teaching, learning and assessment is good

Staff's knowledge of how children learn is good. Children of all ages are provided with play experiences that they genuinely enjoy. Staff have worked hard on reviewing the methods they use to effectively deliver good learning experiences. They get down to children's eye level, interact well and encourage children to think and have a go. Younger children have a vast space to explore, investigate and have lots of messy fun. They laugh and giggle together as they use their hands, then gradually their whole bodies, to explore the scented goo. These children are fully engaged and beginning to learn and master new skills. Young children have good opportunities to develop their hand strength and finger movements as they manipulate dough. Pre-school children are well prepared for school. Children delight in demonstrating their achievements as they routinely count numbers, recognise shapes and use letter sounds in their play.

Personal development, behaviour and welfare are good

Children arrive positively confident, ready for a day of fun learning. Babies and younger children benefit from the cuddles and tailored care they receive from their key person. Older children have secure relationships with staff and demonstrate their respect through being well behaved and well mannered. Parents discuss their sincere gratitude to the staff for sharing video footage of special moments, such as children's first steps. Children's good health and physical development are fostered well. The outdoor facilities are a key feature of the nursery. Each group has their own age-appropriate designed space. Staff make good use of the areas, no matter what the weather is like. This helps children to be comfortable in all learning environments. Children learn about their community, including the similarities and differences in people, their families and different faith traditions.

Outcomes for children are good

Outcomes for children have significantly increased since the last inspection. Younger children are provided with a solid foundation for their future learning, while older children are successfully prepared with key skills needed for their move on to school.

Setting details

Unique reference number	EY284857
Local authority	Salford
Inspection number	1031608
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	103
Number of children on roll	120
Name of provider	Monton Village School Ltd
Date of previous inspection	1 December 2014
Telephone number	0161 789 0472

Monton Village School Ltd was registered in 2004. The nursery employs 34 members of childcare staff. Of these, 24 hold appropriate early years qualifications at levels 2 and 3, two hold level 4 and two have Qualified Teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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