

Mountain View Child Care

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



Inspection date

11 September 2017

Previous inspection date

16 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers and leaders are ambitious for the success of the nursery. Staff receive good support through regular supervisions and customised training opportunities, to enhance their knowledge and skills. A culture of reflective practice is firmly embedded among the whole staff team and includes the views of children, parents and others.
- The well-qualified staff work together very well. Their strongly promoted teamwork philosophy is filtered through their good teaching. This contributes towards children working together with others to achieve a common goal.
- Children form secure emotional attachments with their key person. They are confident to separate from their parents and enjoy the warm welcome provided. Staff's positive encouragement inspires children to adopt a 'keep calm and have-a-go' attitude.
- Partnerships with parents are superb. Staff share every element of children's learning and progress in a variety of ways to engage all parents. They welcome parents to share children's achievements and provide ideas to help extend children's learning at home.
- Staff are in tune with what children know and enjoy. They use this information, together with information from accurate assessments, to engage children in fun experiences that support what they need to learn next. Children make good progress.

It is not yet outstanding because:

- On occasions, staff do not fully involve children in expressing their own preferences and choosing their own resources for focused activities.
- Staff do not provide enough opportunities for children to access technology resources more freely, to help them gain a superior understanding of how things work.

What the setting needs to do to improve further

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

- strengthen teaching and enable children to have opportunities to express their preferences and select resources for focused activities so that their learning is advanced to the highest levels
- provide more opportunities for children to access technology resources more freely and extend their knowledge of how things work, particularly as a result of their own actions.

Inspection activities

- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector looked at evidence of the suitability of staff, policies and procedures, and children's learning files. She viewed a record of staff qualifications and training, and the provider's self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular training and informative updates help to ensure that all staff have a very good understanding of the procedures to follow to protect a child's welfare. Comprehensive risk assessments are reviewed regularly. Staff check accident records in order to make changes and help minimise risks. Recruitment and induction procedures are robust. They contribute towards ensuring that staff are suitable and have a good knowledge of their roles and responsibilities. Effective tracking of children's learning swiftly highlights where early support is required. Staff work in close partnership with parents and other professionals to implement targeted learning plans that lead to improved outcomes for children.

Quality of teaching, learning and assessment is good

Overall, staff have high expectations for what children can achieve. They promote children's communication and language skills well through activities that link with their current interests. For example, staff read favourite stories from home and ask children a good range of well-posed questions to help enhance their speech and language skills. They use the illustrations in books to best effect, to share further information about famous landmarks, such as Big Ben. Staff help children to acquire a good knowledge of their wider world. Children use good physical skills to manipulate malleable materials to recreate real-life creatures, such as caterpillars that staff provide.

Personal development, behaviour and welfare are good

Staff are calm, sensitive and consistent in their approach to behaviour management. They promote children's social skills well. Inventions, such as the 'buddy bench', provide welcoming spaces where children learn to meet and make friends. Children adopt positive attitudes. They are keen to help with small tasks, such as setting tables for snack to develop independence. Staff use opportunities that arise from news articles to educate children about where their food comes from. Children enjoy planting fruits and vegetables outdoors in the fresh air and take interest when observing chicks hatching from eggs in an incubator. Staff teach children about the importance of highlighting dangers and keeping themselves safe. Transition on to school is seamless. Introductory story sessions and visits from older children who have moved on to school help children to prepare for what school is like.

Outcomes for children are good

All children make good progress and gain the skills they need for their next stages in learning. Children are very happy and show confidence. They engage with their peers and initiate conversations during play. Children take pleasure in being active, such as when negotiating an appropriate pathway around others when using wheeled toys. They recognise some numbers of personal significance when playing on areas, such as the number snake and show confidence when using equipment to measure.

Setting details

Unique reference number	EY397234
Local authority	Cumbria
Inspection number	1102204
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	16
Name of registered person	Mountain View Childcare CIC
Registered person unique reference number	RP910507
Date of previous inspection	16 May 2014
Telephone number	01900 829 859

Mountain View Child Care registered in 2004. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including the manager who holds a qualification at level 5. The nursery is open Monday to Friday, from 8am until 6pm, during term time. The nursery provides funded early education for two- three- and four-year-old children.

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