

# Monton Village School Ltd

Monton Village School, Francis Street, Eccles, MANCHESTER, M30 9PR



## Inspection date

6 March 2018

Previous inspection date

12 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Safeguarding requirements are not met. Staff and managers have insufficient knowledge of the signs and indicators of abuse or wider safeguarding matters. As a result, children are not protected from harm.
- Managers have identified some weaknesses in the quality of teaching but they have not acted quickly enough to make improvements. This is having a detrimental impact on outcomes for children, particularly pre-school children.
- Staff do not consistently pay attention to children at all times to ensure their care needs are met. For example, lunchtime routines are chaotic and staff fail to recognise that children are extremely restless, which results in unwanted behaviour.
- Staff regularly complete tasks for children which they could do for themselves. As a consequence, children are unable to, or are inhibited from, developing new skills.
- Managers and staff do not have high expectations for all children, particularly older children. As a result, children are not developing the necessary skills required to prepare them for school.

### It has the following strengths

- Staff caring for babies understand their roles. They provide children with a caring and supportive environment that meets their needs well.
- Staff keep parents informed about their children's activities and parents speak positively about the care their children receive.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure all staff have an up-to-date knowledge of safeguarding issues so that they are fully aware of the action to take if they have any concerns about a child's well-being	18/04/2018
■ improve arrangements for the monitoring and supervision of staff to identify and act on weaknesses in practice	18/04/2018
■ ensure that staffing arrangements meet the needs of all children and ensure their safety; these arrangements must ensure that children are adequately supervised and ensure children's emotional and care needs are met	18/04/2018

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ take rapid action to address gaps in the educational programme, with particular emphasis on ensuring that older children are gaining the necessary skills to prepare them for their transition to school	18/04/2018
■ ensure that children of all ages are provided with opportunities to gain confidence and independence in learning new skills.	18/04/2018

## **Inspection activities**

- The inspection was carried out following concerns raised about the provider's ability to meet the requirements of registration and provide a quality provision for all children.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection and those who provided written comments.
- The inspector spoke to managers and staff about key children, planning, activities and safeguarding.
- The inspector carried out a joint observation with the provider.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

## **Inspector**

Stephanie Nixon

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The leadership and management of the setting are inadequate. The manager has identified some weaknesses in teaching and there are some systems in place for monitoring staff practice. However, these have not resulted in improvements being made quickly enough. For example, staff caring for one- and two-year-olds in the village room fail to meet their individual care needs. Staff do not pay close attention to children over the lunchtime period. As a consequence, they fail to respond to children who eat food from the floor, or support those who need help to eat or settle to sleep. Safeguarding is not effective. Despite completing recent training, staff knowledge and understanding of the signs and indicators of abuse and wider safeguarding matters are limited. This places children at risk of harm. Managers do have systems in place to monitor the progress made by different groups of children. These systems have identified that the pre-school children are not making expected progress in their development. However, managers have not taken prompt action to address this gap and the educational programme for pre-school children remains poor and lacks challenge. As a consequence, children are not developing the necessary skills to prepare them for the transition to school.

### Quality of teaching, learning and assessment is inadequate

Babies make good progress in their development. Their sensory and exploratory impulses are developing well as they squash, squeeze and prod scented dough. However, this steady progress does not continue as children transition through the nursery. For example, current assessments of the pre-school are showing that several children have not acquired the skills which are typical for their age. Teaching in the pre-school is uninspiring and children fail to maintain attention at activities for extended periods of time. For example, children access a planting activity, which supports their knowledge and understanding of the world. However, they have fewer opportunities to develop their literacy and physical skills as adults cut labels and write children's names for them. Children have access to a nice range of resources and a welcoming learning environment, which helps them feel settled and assured. Despite this, the inconsistencies in the educational programmes means that children are not making the progress they are capable of achieving.

### Personal development, behaviour and welfare are inadequate

Staffing and supervision arrangements in the village room do not ensure that children's emotional and care needs are met. Children wait a considerable amount of time for their lunch, which in turn disrupts children's sleep time routines. As a consequence, some children become frustrated as they wait for clean cutlery or they start to fall asleep at the dinner table. In addition, staff do not supervise children well enough and they fail to promote children's health and safety. Some children run around the room scattering food across the beds where children are then placed down to sleep. This unwanted behaviour is not consistently addressed by staff. This practice is not consistent throughout the nursery, and some examples of stronger practice can be seen. For instance, two-year-olds in the nursery class enjoy their time in the outdoor area. They climb and balance on crates, which encourages their physical development.

### **Outcomes for children are inadequate**

There are significant weaknesses across the nursery, which prevents children acquiring the necessary skills for future learning. Staff regularly do things for children that they are capable of doing for themselves. For example, staff wipe children's noses, put on their coats and serve their food. This significantly impacts on children developing their independence skills and confidence. In addition, when children do ask to do things for themselves, such as washing their hands, the doors to the bathrooms are shut so they are unable to do this without adult help. This stifles children's emerging self-care skills. These weaknesses have not been identified or addressed by the management team. The staff have built up some relationships with external agencies to support the care provided for children who have or may have special educational needs and/or disabilities. Despite this, children are not acquiring the skills they need for school and outcomes for children are inadequate.

## Setting details

<b>Unique reference number</b>	EY284857
<b>Local authority</b>	Salford
<b>Inspection number</b>	1122768
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	103
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Monton Village School Ltd
<b>Registered person unique reference number</b>	RP910272
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	0161 789 0472

Monton Village School Ltd was registered in 2004. The nursery employs 38 members of childcare staff. Of these, 30 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.

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.

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