

# Inspection of Mount Preschool Ltd

Mount Methodist Church, Moorlands Road, HUDDERSFIELD HD3 3UQ

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Inspection date:

21 September 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The significant breaches in safeguarding and welfare requirements mean that some children do not have their well-being and personal development needs met. Those who have designated responsibility for safeguarding have a lack of knowledge, which means that children are not kept safe from possible harm. Concerns about their welfare are not followed up in a timely manner. Furthermore, medication is not stored appropriately or kept out of reach of children. Leaders fail to notice the potential hazards that this may cause. As a result, children are exposed to potential risks and their safety is compromised.

Nevertheless, despite the weaknesses in safeguarding, children are happy and enjoy their time here. They enter happily, greeting staff with a cheerful 'good morning'. Children are sociable and confident communicators. They are keen to talk to the inspector and proudly share their achievements. Staff sensitively support new children by providing comfort and reassurance, helping them quickly settle into play.

Overall, children behave well due to the clear behavioural expectations that are in place. Staff model using good manners and talk to children about the importance of 'good listening' and being kind. Children understand what is expected of them and discuss how they can gain their place in the 'pot of gold'. This is part of the setting's reward scheme. However, due to breaches in safeguarding, leaders fail to promote all children's emotional well-being and safety. This impacts on their personal development and welfare.

## **What does the early years setting do well and what does it need to do better?**

- Leaders carry out supervision sessions with staff to identify training opportunities. New staff feel well supported. They are given coaching by more experienced staff to help them develop. However, leaders fail to improve their own knowledge of the requirements to which they must adhere. For instance, they do not ensure that they notify Ofsted of changes to the people involved in running the business. Although these people have had internal suitability checks completed, this is a breach of statutory requirements.
- Leaders fail to fulfil their responsibilities to safeguard children. They provide staff with training to help them identify the signs and symptoms of abuse. However, when concerns are reported by staff, leaders sometimes fail to take the necessary action. For instance, they do not always refer concerns to the relevant professionals in a timely manner. This places children at risk of harm.
- Staff know the children and their interests well. They use assessment to find out what they already know and what they need to learn next. This helps children to make progress from their starting points. Staff model skills such as correct pencil

grip. Older children are supported with their early writing skills. They are provided with media to promote opportunities to make marks, such as novelty notebooks and crossword puzzles. They display a keen interest, and this helps them to develop the skills they need for their next stage of education.

- Staff promote children's language skills well. Children have lots of conversations, sing songs and listen to books read by enthusiastic staff. They know familiar stories well and retell these animatedly, acting out well-known tales outdoors. Staff explain the meaning of new words, such as 'saucer', and this helps children to develop a broad vocabulary.
- Progress has been made in relation to outdoor learning since the last inspection. Children have frequent opportunities for active play. They have space and freedom to develop physical skills, as they ride scooters and tricycles. Staff teach mathematical skills as children 'pay' for petrol to fill up their vehicles. They explore the nature area, growing herbs and observing insects and plants. This helps them to learn about the world around them.
- Children who speak English as an additional language are well supported. Staff gather information from parents about key words in children's home languages. They are clear about how to help children gain the vocabulary they need, to express their wants and needs. This helps children begin to acquire a good level of English.
- Children have some opportunities to be independent. For example, they make their own play dough and choose their own resources. Staff encourage children to manage their own personal care and support them to serve themselves and use cutlery at mealtimes.
- Parents are complimentary about the nursery. Overall, they are pleased with the service provided. Leaders say that parents' evenings are offered; however, not all parents are aware of this. This means that they are not fully aware of their child's development and how they can further support their learning at home.

## Safeguarding

The arrangements for safeguarding are not effective.

The breaches in safeguarding place children at risk of harm. Staff have an adequate knowledge of the signs and symptoms of abuse that may indicate that a child is at risk. However, failures by leaders mean that concerns are not always recorded in the correct way or followed up in a timely manner. They do not consistently follow their own policies for documenting existing injuries, and records are not stored appropriately. This fails to safeguard children who may be at risk. Furthermore, some children's medication is not safely stored and is in reach of children. This means that their safety is compromised.

## What does the setting need to do to improve?

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

	Due date
improve knowledge and understanding of provider responsibilities of informing Ofsted of changes, particularly regarding the directors of the company	05/10/2022
ensure accurate and sufficiently detailed records are kept for all child protection concerns and only made available to all those who require access to them	05/10/2022
ensure those with the designated responsibility for safeguarding in the setting have comprehensive safeguarding training, so that they know and understand how to identify and respond to child protection concerns	05/10/2022
use the setting's child protection policies and procedures in practice to help to safeguard children	05/10/2022
ensure that all medication on the premises is securely stored and out of reach of children at all times.	05/10/2022

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

- share more detailed information with parents about children's development and how they can further support children's learning at home.

## Setting details

<b>Unique reference number</b>	EY477979
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10229678
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Mount Preschool Ltd
<b>Registered person unique reference number</b>	RP533789
<b>Telephone number</b>	07947449619
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

Mount Preschool Ltd registered in 2014 and is located in Huddersfield. The pre-school employs 11 members of childcare staff. Nine hold appropriate early years qualifications at level 3 or above, including the manager, who has early years professional status. The pre-school opens from Monday to Friday, from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jessica Copland

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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