

Inspection date	10 July 2018
Previous inspection date	6 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 staff have worked tirelessly to address the areas for improvement identified at the last inspection. Their commitment to raising standards has resulted in significant improvements to the quality of the provision.
- Highly-qualified staff provide an exciting and stimulating learning environment, both indoors and outdoors. As a result, children of all ages enjoy their time at nursery and are confident learners.
- The management team has improved the systems for monitoring the performance of staff. Staff now benefit from regular meetings with their managers and are given feedback on their practice. This is having a positive impact on the quality of teaching.
- Staff build good partnerships with parents and carers. Parents often provide activity ideas which staff complete with their children. For example, staff embraced parents' suggestions and incorporated different modes of transport into everyday activities, which built on older babies' interests.
- Children are happy and settled at nursery. They have developed close bonds with consistent and caring staff. Children seek out staff for cuddles and comfort when needed, which promotes their emotional well-being.

It is not yet outstanding because:

- Children are making good progress and are comfortably developing the necessary skills to prepare them for school. However, there is room to extend the progress the most able children are capable of making.

What the setting needs to do to improve further

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

- build on the effective educational programmes already in place to consistently challenge the most able children.

Inspection activities

- The inspector spoke with the providers, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with one of the providers.
- The inspector observed children during activities, both indoors and outdoors.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. The inspector also looked at a range of other documentation, including policies and procedures.

Inspector

Stephanie Nixon

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff have successfully overcome the weaknesses identified at the previous inspection. All staff have embraced the support provided by the local authority. They have also benefitted from in-house training and have focused sharply on improving the educational programmes. This has had a positive impact on the quality of teaching and the learning experiences offered to children. Safeguarding is effective. Staff have attended further safeguarding training and regularly question each other on safeguarding procedures. As a result, they are confident of procedures to follow if they have concerns about a child. Leaders closely monitor the assessments that staff are making of children. As a result, assessments are accurate and all children are making good progress in their learning.

Quality of teaching, learning and assessment is good

Staff benefit from the expertise of qualified teachers who mentor and support staff. For example, teachers have helped staff to carefully consider the activities they are providing to ensure they meet the individual learning needs of children. Staff have embraced this support and activities are now pitched at most children's level. For example, children in the village room explore the texture of flour. Staff adapt the activity for the older children who search and recognise numbers hidden in the flour, which supports their mathematical development. Two-year-olds in the nursery class benefit from rich and valuable outdoor learning experiences. They work together to make pretend stew. They explore seasonal vegetables as they cut and chop swedes, carrots and onions, and mix them together in their cooking pots.

Personal development, behaviour and welfare are good

Staff in the baby room are highly skilled in supporting babies' emotional well-being. They use information gathered from parents carefully to meet babies' individual care needs. As a result, babies are secure and content when they complete their transition into the nursery. Babies seek out their key person for brief cuddles and comfort, which gives them the confidence they need to return to their play. Two-year-olds in the nursery class are developing their understanding of similarities and differences. They look at themselves in the mirror and compare their eye, hair and skin colours as they draw self-portraits.

Outcomes for children are good

The most able children achieve well and some are exceeding levels that are typical for their age. However, there is room to improve the educational programmes to provide additional challenge to the most able children. Pre-school children refine their writing skills as they draw pictures of cocoons and engage in free writing about different lifecycles. Children work cooperatively and respect each other. For example, children work harmoniously as they eagerly act out the lifecycle of a frog. The support for children who have special educational needs and/or disabilities is good. Staff work in partnership with outside agencies, such as paediatricians, so that this group of children receive the best possible support to help them make good progress.

Setting details

Unique reference number	EY284857
Local authority	Salford
Inspection number	1134901
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	0 - 4
Total number of places	103
Number of children on roll	126
Name of registered person	Monton Village School Ltd
Registered person unique reference number	RP910272
Date of previous inspection	6 March 2018
Telephone number	0161 789 0472

Monton Village School Ltd was registered in 2004. The nursery employs 37 members of childcare staff. Of these, 28 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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