

# Inspection of Mount Preschool Ltd

Mount Methodist Church, Moorlands Road, HUDDERSFIELD HD3 3UQ

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Inspection date: 6 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children enjoy their time in this welcoming, lively setting. They engage well in activities that capture their interests and, overall, build on what they already know. Children develop a broad range of skills that prepare them for the move to school. They solve puzzles using the computer. They become competent in using a mouse and a keyboard. They learn about shapes, begin to recognise numbers, and explore different languages.

In the main, the familiar routines of the pre-school prepare children for the routines they will experience in school. Staff remind them about the importance of good listening. Children develop their independence in self-care through good hygiene routines. They tidy away their toys after their play, get their own plate and cup at snack time, and pour their own drinks if they can. Children are praised for using good manners.

Children behave well because they are busy and stimulated to learn. Outside, they take part in team games, where they begin to understand the importance of following instructions and rules. They play cooperatively and learn how to keep themselves safe while using outdoor equipment. Children practise their early writing skills when they use large chalks to draw on a big scale.

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

- Staff have positive partnerships with parents. They provide good support for children's learning at home. For example, children take a book home each week to read with their parents. Parents value the two-way flow of communication that ensures children's interests, progress and next steps are shared. Staff support them to access additional services if children need extra help with their learning. The provider uses additional funding effectively to help narrow gaps in children's learning. For instance, staff use resources to help children understand and manage their emotions.
- Staff know what children can already do and what they want them to learn next. Children enjoy adult-led activities in small groups that consider their age and stage of development. For instance, staff teach children about making healthy choices during a teddy bear's picnic. They link activities to children's real-life experiences, such as picnics they have had with their family. Children discuss self-care routines that include brushing their teeth. Staff encourage children who are less confident to answer questions. However, they do not always challenge the most-able children to explore their understanding and extend their learning. For instance, they do not explore whether children know why some foods are unhealthy, or why brushing their teeth is important.
- Children have good relationships. They chat to each other during their play and

initiate conversations with staff. Staff teach children new words, such as 'cocoon' during their play with minibeads. They help children to recall previous learning. For instance, children think about a book they have read about the life cycle of a caterpillar. Staff skilfully explore mathematics with children during their play. They count spots on the backs of ladybirds. They compare the different sizes of bugs and spiders.

- Staff encourage children's love of books. In small groups, children enjoy lively stories read by staff that engage them well. Staff pause, so that children can join in with rhyming language. Children think about a worm they found in the garden, and begin to use descriptive language, such as 'slimy' and 'sticky'. They develop early writing skills when they use pens and paper to record the things they have seen outside. However, there are times when staff try to read stories and sing rhymes with the whole group of children, for example, when other staff are cleaning up after lunch. At these times, the youngest children soon become bored and restless.
- Staff support children who speak English as an additional language well. They find out about children's progress in their own language and obtain key phrases from parents. Children soon show a good understanding of English. They begin to use more single words and put two words together.
- The provider has worked closely with the local authority to improve their practice. She conducts regular supervision meetings with staff and is keen to develop their knowledge further. For example, the provider recently gave staff topics to focus on when planning activities. These included 'loose parts play' and supporting 'sustained shared thinking'. Staff evaluate activities and feedback to the whole staff team. This helps them to identify gaps in their practice and to share their good practice.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have accessed training to improve their understanding of safeguarding and child protection. They now implement policies effectively and demonstrate a secure understanding of reporting procedures. Staff know the signs that indicate children might be at risk from harm or abuse. They teach children how to keep themselves safe. For instance, staff make children aware of any hazards around the setting, share stories about stranger danger, and talk to older children about accessing the internet safely at home.

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

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

- support staff to extend and challenge the learning of the most-able children, so that they build on their experiences and develop their knowledge and skills to

their full potential

- consider how whole-group activities are implemented and managed to ensure that the youngest children continue to be motivated and eager to join in.

## Setting details

<b>Unique reference number</b>	EY477979
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10261560
<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>	56
<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>	21 September 2022

## 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. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicola Dickinson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together. They discussed how the provider organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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