



## **Stoke Bishop Montessori**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY310081                                       |
| <b>Inspection date</b>         | 20 March 2006                                  |
| <b>Inspector</b>               | Deborah Jane Starr                             |
| <b>Setting Address</b>         | 70 Parrys Lane, Stoke Bishop, Bristol, BS9 1AQ |
| <b>Telephone number</b>        | 0117 9686960                                   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Montessori Services Ltd                        |
| <b>Type of inspection</b>      | Integrated                                     |
| <b>Type of care</b>            | Full day care                                  |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Stoke Bishop Montessori was registered in 2005. It is situated in the residential area of Stoke Bishop, Bristol. The nursery operates from the ground floor of a converted residential property. An enclosed area of the garden and drive way adjacent to the house are used for outside play. The nursery serves the local and wider area.

A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday, all year round. Children attend from 08.00 to 18.00. There are

currently 43 children from 2 years to 5 years on roll, of these 25 receive funding for nursery education. The nursery supports children with special educational needs and those who speak English as an additional language.

The nursery employs five full-time staff and five part time staff, eight of whom hold appropriate early years qualifications.

The nursery is run according to the Montessori ethos.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is actively promoted. Well established good hygiene routines and clear expectations of staff increase children's awareness of the importance of maintaining good health. Children spontaneously wash their hands after using the toilet, messy play, contact with nursery pets and before cookery activities. Interesting activities such as a visit from a doctor develop children's understanding further. Staff follow thorough procedures and practices that protect children from the spread of illness and risk of infection. For example the exclusion of children when ill, nappy changing procedures, regular cleaning of surfaces and the promotion of children's understanding to wipe their noses and to cover their mouths when coughing. Most staff hold an appropriate first aid qualification. Accident records and most aspects of the procedures for administering of medication are appropriate. However at times written parental acknowledgement when medication has been administered has not been obtained. Therefore potentially, children's welfare is compromised.

Children enjoy a varied range of physical activities throughout the day that contribute to their good health and help them develop control and co-ordination of their bodies. They enjoy the freedom of space when playing outside, running and moving confidently and safely around obstacles and each other in the garden. They develop throwing and catching skills using a variety of soft and hard objects such as bean bags and balls. Children develop climbing skills and balance when moving over, under and through the climbing frame, jumping over and walking along planks of wood, negotiating obstacle courses that include balance pods and 'jigsaw' blocks, walking along a line and balancing a small bowl of water on a tray when walking. Children develop their co-ordination and an understanding of what happens to their bodies when they move them in many different ways. They peddle trikes, move with increasing dexterity to the 'sticky kids' tape and learn the importance of warming up and stretching their bodies during weekly Scottish dancing sessions. All children are able to rest according to their needs.

Children benefit from a healthy diet. They self-select and enjoy snacks of fruit and raw vegetables and a wide variety of nutritious well balanced meals prepared daily using fresh produce. Discussion between the staff, cook and parents ensures that children's individual dietary needs are taken account of. Participation in cookery activities, authentic food from around the world prepared by parents develops children's understanding further. Children have access to drinking water at all times.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is promoted through written risk assessments, very regular monitoring of hazards and daily checking of the areas used by children by the management team and staff. Security precautions are in place and staff understanding of the procedures for the arrival and collection of children effectively protect them on the premises. Children move safely around the well maintained premises. There is a wide and varied range of high quality age-appropriate toys and resources. Children's awareness of their own personal safety is promoted through clear guidance given by the staff. For example children learn to hold scissors correctly, use hole punchers effectively, push chairs into the table and tidy away each activity when ready to move onto the next. Children practice regular fire drills and develop an understanding of road safety and the need for visibility clothing at night through topic work.

All staff have a clear understanding of their responsibilities to safeguard and protect children from harm. They have a secure knowledge of the signs and issues that would raise their concerns. The child protection co-ordinator and relevant staff are aware of the local procedures to be followed and parents are informed of the nursery's responsibilities.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happily at the nursery and are stimulated by the environment to explore and investigate the wide range of resources. Staff are sensitive to children's needs and through their calm and positive approach skilfully support children to settle. Children of all ages are occupied and inquisitive. They develop high self-esteem as they make independent choices throughout the day and through their achievements gain confidence to try new experiences.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of how children learn and have a sound knowledge of the foundation stage curriculum. Appropriate challenges are presented to children through interesting activities and are based on what staff know about each child through their regular evaluations of children's progress. Activities are linked to the six areas of learning and the Montessori approach of sequential learning by building and developing children's skills through graded stages. However planning linked to the six areas of learning does not clearly identify how activities are linked to the stepping stones within each area. Staff use good questioning techniques and allow children to develop their own thoughts and ideas. Staff skilfully present activities to children and allow children time to practice and develop their skills. Children's learning is thoughtfully and purposefully extended through interesting and authentic resources.

Children have a positive attitude to learning, they confidently contribute to group

activities such as circle time and work purposefully on their own persevering at activities and developing good levels of concentration. For example holding scissors correctly and cutting thread to varying lengths, selecting small jars and Russian dolls to practice screwing tops and fitting the dolls inside each other and using tweezers to pick up grains of rice. Children develop a wide range of skills that enable them to manipulate objects such as play doh, clay, tissue, card and use tools such as knives, forks, floor brushes, a hole puncher and sellotape dispenser effectively and safely.

Children are inquisitive and are eager to explore their world. They observe growth in living objects such as beans, sunflowers, cress, the nursery pet guinea pigs and tadpoles. Children are intrigued by the texture of bark and moss and look more closely at small objects such as sea shells using a magnifying glass. They are excited by activities that introduce change such as re-creating a volcano using vinegar and bicarbonate of soda and cookery activities that include making biscuits and pancakes. Children enthusiastically explain how static is created using balloons rubbed against their hair. Children develop competent skills in operating a wide range of everyday technology such as the computer mouse to complete number recognition and matching games, CD player, liquidiser, remote control cars and air pump to blow up balloons.

Interesting activities and meaningful authentic resources such as making papier mache balloons, plane tickets, photos of air balloons, a flight attendants uniform, map making of the local area in conjunction with visitors to the nursery such as the local postman, guide dogs for the blind and a project engineer from British Aerospace link seamlessly to topic work and develop children's understanding of the local and wider world within which they live.

Children are engaged in many activities that link sounds and letters. Staff effectively guide children to link sounds and letters during circle time when identifying their name and remembering the days of the week. Most children recognise their first name. They trace shapes on sand paper letters and link the letter sound with familiar objects beginning with the same letter. Children spontaneously attempt to write their names on their work and write letters and cards to their families. More able children write their names correctly and identify each letter by sound. Children enjoy listening to stories and looking at self selected books, they turn the pages correctly, whilst telling the story to friends. The staff's effective use of props such as a balloon enhances their story telling of the book 'The Blue Balloon' and in turn encourages children's participation and enjoyment.

Children communicate and re-create their thoughts and ideas in many ways. They use language to express their needs and what they see happening around them, for instance when mixing paint. They introduce story lines into their imaginative play based on familiar figures such as Thomas the Tank Engine when building with construction blocks. Children role play everyday experiences of mummies and daddies and travelling on a plane using a variety of props including blankets, baby dolls and suitcases. Children wrap imaginary presents for their parents using tissue, joined by sellotape and create their own designs for hot air balloons using crayons, material shapes, foil, netting and wood.

Children confidently use mathematical language such as bigger, smaller, tall and

short in their play. Most children recognise written numbers up to nine and more able children recognise numbers well beyond. Children understand the sequence of number and recognise when written numbers are incorrect. They develop a good understanding of number, calculation, quantity and shape through carefully presented activities on a one to one basis and relate this to everyday objects. Everyday experiences such as circle time, garden play, snack time and activities in the hall are used effectively to consolidate children's understanding of addition, subtraction and problem solving. Children cut shapes spontaneously out of paper such as rectangles and squares and recognise that by combining shapes together such as two triangles, a star is made.

### **Helping children make a positive contribution**

The provision is good.

Children develop a strong sense of belonging to the nursery, they hang their coats on clearly labelled hooks and immediately settle into the daily life of the nursery. Children welcome their friends and eagerly take on the responsibility of helping younger children, for example to put on their slippers. Children are valued, they know that they are listened to by staff and wait their turn during group activities. Children beam with delight when their name is called out to stand in the middle of the circle for 'jumping beans'. They confidently approach staff and the visiting inspector and take pride in their work, showing it to adults and children. They happily help with tasks, showing care and concern for other living things such as the nursery guinea pigs. They eagerly volunteer to clean the animals cage and feed them with raw carrot.

Staff have a positive attitude to meeting the needs of children with special needs and for whom English is a second language. They work closely in partnership with parents to clearly identify and support children so that they are able to move forward. Children gain a sense of their local community and an understanding of the wider world through frequent well planned meaningful activities. Children have many opportunities to explore differences and access an extensive range of resources that reflect positive images and help promote positive attitudes to others and different cultures. Children enjoy listening to stories in Russian and learn German and French words linked to the current topic. They handle authentic resources such as musical instruments and use Chinese teapots, bowls and spoons. They enjoy dance from different countries, food and wearing their own and others cultural dress. They enjoy looking at photos and world maps and participate in craft activities that include making a large Chinese dragon and Divali lamps.

Children benefit from the excellent relationship between parents and staff. Staff work closely with parents to ensure that children are settled and parents views of their own child's abilities are sought when starting at nursery. Parents are well informed about their child's experiences through home diaries, clear notices, regular newsletters and six monthly parents evenings. Parents are actively encouraged to become involved with the nursery through participation in activities and social events. Parents are extremely supportive of the nursery and speak highly of the staff.

Children's behaviour is very good. The staff's calm, clear and consistent approach to

behaviour management and role modelling of behaviour leaves children in no doubt about what is expected of them. Children are polite to all those around them and are respectful to all living things. Children share, take turns, play co-operatively together and listen to each other, for example at circle time. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive clear information about the Foundation Stage curriculum and have regular opportunities both formal and informal to discuss their child's progress with the key worker. Records containing regular observations of their child's achievements are discussed with parents. They are given clear information about their child's progress and how the next stage in their learning will be promoted through activities. Parents access their children's reports and are actively involved with their child's on-going learning through frequent newsletters that suggest activities at home that support topics. Parents and extended family support children's learning by providing objects such as photos, authentic clothing, religious artefacts and natural objects such as a birds nest and moss that are linked to topics. Parents offer their skills, for instance cookery, musical and professional to extend children awareness of the wider world.

## **Organisation**

The organisation is good.

Children are supported by a well qualified and dedicated staff team who are deployed effectively throughout the nursery to support children's learning. Systems in place for the recruitment and checking of staff and induction procedures ensure that staff are suitable to work with children. The majority of the nurseries policies and procedures are reflected in practice and consistently followed. Documentation is well organised, maintained securely and confidentially, therefore contributing to children's well-being.

The lay out of the nursery promotes children's learning through easy access to the extensive range of resources and learning materials at all times. Children have respect for the resources that they independently choose. Each activity is replaced by the child before they move onto the next.

Leadership and management is good. Staff work well together, meeting regularly to plan interesting topics and activities based on their observations of what children know and can do. The manager supports her staff well and encourages their development of skills through training both external and in-house. She provides clear direction for her staff through her commitment to the Montessori ethos and vision of a learning environment. The system of regular monitoring of children's achievements by the management team is effective and ensures that planning reflects how activities take account of each child, so that they move forward at their own pace.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain written parental acknowledgement when medication is administered.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning that clearly identifies the links between the stepping stones and children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)