



# Footprints Montessori Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY304311
<b>Inspection date</b>	26 May 2006
<b>Inspector</b>	Ann Moss
<b>Setting Address</b>	Footprints Montessori Day Nursery, Long Reach, West Horsley, Surrey, KT24 6LZ
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<b>Registered person</b>	Footprints Montessori Day Nursery 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?

Footprints Montessori Day Nursery is privately owned and managed by the owner. It registered in 2005 and operates from a converted and extended barn. It is situated in a rural but residential area close to West Horsley, Ripley, Cobham and main commuter routes. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday for 51 weeks of the year. All children share access to two secure outdoor play areas.

There are currently 61 children from birth to under five years on roll. Of these, 16 children receive funding for nursery education. Children are welcome from a wide catchment area. The nursery will support children with learning disabilities and those children who speak English as an additional language.

The nursery currently employs 14 staff. All of the staff, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority early years childcare and development partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very clean, bright and welcoming environment. They stay healthy and thrive because staff follow effective policies and procedures which reflect current environmental and hygiene guidelines. Very good procedures, such as staff wearing disposable gloves and aprons when dealing with bodily fluids and appropriate cleaning of changing areas, sustain good level of hygiene and helps reduce the risk of cross contamination. Children have a good understanding and awareness of health and hygiene practice, which is promoted through the good support and guidance given by adults. For example, children are able to explain why they must wash their hands, why adults wear aprons at lunch time and give instructions to each other and to the adults to ensure procedures are followed.

Children benefit from a good range of healthy and nutritious meals and snacks. This ensures they are very well nourished and their dietary needs are well met, for instance, lunch includes freshly prepared fishcakes and greens, ice cream and fruit. Older children know their bodies well and when thirsty, they independently help themselves to water. Staff monitor younger children to ensure they receive sufficient drink for healthy growth and development. Children know they can ask for drinks throughout the day. There is a daily diary for younger children which ensures parents are informed of the quantity and type of foods consumed and ensures children receive a well balanced diet. Older children are able to talk about how fruit and vegetables are good for you and help you grow. Discussions are encouraged through a high level of adult interaction, contributing significantly to children's understanding of a healthy lifestyle.

All children enjoy stimulating indoor and outdoor activities. They delight in the challenges offered by a wide range of activities, for instance, babies and young children are active and interactive, improving their skills of co-ordination, control, manipulation and movement as they use the soft climbing equipment. Older children further develop their physical skills and control as they play soccer. They use their bodies to express themselves creatively through music to movement, which they enter into with enthusiasm. All children benefit from the fresh air and exercise. Children develop physical skills as they build with crates in the excellent outdoor play area. Children regularly participate in daily walks to explore and investigate the environmental area. Staff have a sound understanding of the 'Birth to three' framework. This ensures that younger children are also provided with a wide range of

physical experiences. Children are confident to take controlled risks and meet personal challenges and ask for help when needed.

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

The provision is good.

Children are cared for in a safe, secure and well organised indoor and outdoor environment, where they move around safely and with ease. This helps them to settle and feel confident. Children are kept safe, with the vast majority of risks being identified and minimised. Staff are vigilant and monitor the children extremely well, for instance, a closed circuit television camera is used to monitor access to the premises and the outdoor area. A touch technology system ensures only approved adults are allowed entry on to the premises. Good fire fighting equipment is effective in reducing risk, for instance, fire doors.

The spacious nursery is decorated with displays relevant to the current themes and showing examples of children's work. This enables children to celebrate their own creativity. Children use high quality equipment and play resources, appropriate to their age and stage of development. Resources are stored at low-level, are well labelled and easily accessed by children, therefore developing their independence. Staff take care at times of particular risk. For example, during visits to the environmental area staff ensure children walk together. Children learn to keep themselves safe because they practice and evacuate the premises quickly and safely, in the event of an emergency. Their awareness is further raised through topic work and visitors, for instance the local fire service, when further important safety messages are learned.

Children's welfare is safeguarded through all staff being qualified to provide first aid assistance, and the majority have sufficient understanding of child protection issues and the procedures to follow.

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

The provision is good.

The children arrive happy and are eager to participate in the setting's welcoming and caring environment. Children gain confidence and achieve well because staff have a good understanding of the early years curriculum guidance, such as the Foundation Stage and the 'Birth to three' matters framework.

Babies are developing healthy attachments with key members of staff. They receive lots of cuddles and enjoy the positive interaction they receive from staff. They benefit from routines, which are consistent with their experiences at home. High importance is placed on providing varied sensory play. Babies show good interest and bounce with excitement as they explore the textures and sounds of natural and manufactured objects from the 'treasure baskets' Babies develop early communication skills as they smile and make noises to staff as they play and have their feed.

Younger children are confident in their relationships with staff. They play happily together and with adults using a wide range of resources suitable to their ages and stages of development. Children are becoming competent learners. They enjoy exploration with paint, water and sand, which helps them to represent their feeling and ideas in a variety of ways. Musical activities, such as singing, stories, and rhyme all contribute well to children being skilful communicators. Children are developing self-assurance, confidence and self esteem because staff organise resources to allow children to explore in a safe environment. Staff successfully achieve a balance between supervised activities and allowing children freedom to create from their imagination and take the leading role in their play.

#### Nursery Education.

The quality of teaching and learning is good. Children participate in a wide variety of activities, which support their development in all areas of the Foundation Stage curriculum. Plans include differentiation to ensure challenge but do not sufficiently plan for all children's next steps.

Children become increasingly independent as they choose their own resources from easily accessible storage. They assume responsibility for their personal care and are developing independence by pouring drinks and putting on their own shoes and slippers.

Children show a strong sense of belonging as they greet their peers and approach staff confidently. They make decision and busily pursue their self chosen activity, selecting resources from low storage units, and participating well independently and in group activities. Children are friendly towards each other, and show care and concern for others. Children behave well and know the rules. For example, they know they must form a queue before being served at the vegetable stall.

Children are keen to communicate. They share news during circle time, listen carefully to instruction during group times and take turns to speak. They enjoy recalling familiar stories or recent events as they look at photographs. Younger children recognise their names, and have good opportunities to paint, write and draw. Children use phonetic knowledge to read, and write words with well-formed letters. Children enjoy stories and books independently and at group times, and use books as reference tools. Children understand and confidently use numbers in their play. They count up to 10 and beyond, and regularly explore big numbers during circle time. They are developing problem solving skills and understand the concept of odd and even numbers. Children understand shape and size well, and some children can name and match triangle, circles and squares. Children develop an initial sense of time and place, and gain good knowledge of the environment as they are taken on daily trips to explore the environment. They develop good exploration and investigation skills as they learn about change when growing plants and watching the life cycle of a caterpillar.

Children are animated and enthusiastic as they participate in activities to develop their physical skills, for instance, they practice indoor soccer skills and move to music. They are able to balance and move their bodies in a variety of ways. They use one-handed tools competently as they paint their pictures and use scissors for

cutting. Children develop their skills for climbing and riding wheeled toys outdoors. Children are able to express themselves through painting and enjoy exploring textures. They are able to name a wide range of colours competently. Children's imagination is well developed as they role play familiar stories, however the role play area is insufficiently resourced

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

The provision is good.

All children are warmly welcomed into the nursery and staff value each child's individuality and meet their needs well. Children's behaviour on the whole is very good and a calm and positive atmosphere is evident throughout the nursery. Staff support the youngest children very well in sharing and turn taking. They have high expectations and set consistent boundaries for the three to five-year-olds which help them to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to staff's gentle reminders to care for the environment, the nursery and each other.

Children have good opportunities to learn about the wider world and their local environment through a range of activities, for instance they learn about festivals, such as Chinese New Year, however, resources which reflect positive images of disability are limited. They observe the change in seasons and grow plants. They explore the landscape, discover mini beasts and listen to the sound of calling birds. The children's spiritual, moral, social and cultural development is fostered.

Children under three years benefit from the positive partnership staff have developed with their parents and carers. Babies settle well because staff work closely with parents to ensure they follow their home routines. Staff share important information about the children's care needs and the activities they are involved in each day through individual records sheets.

The partnership with parents and carers of children is good. On going information ensures children's needs are met and parents are welcomed warmly into the nursery, having a variety of ways in which they can take an active role. For example, parents have the opportunity to be part of a parents' committee, help during sessions and therefore extend their child's learning at home. Information about the provision is given to parents in the form of a prospectus. Policies and procedures, which guide staff are easily accessible. Currently planning is on display and this ensures parents are always aware of the topics their children are following. Parents have good access their child's assessment records and can contribute to them at parents' evenings. Parents speak very highly of the staff and the care they provide.

### **Organisation**

The organisation is good.

Children benefit from premises designed specifically with children's safety in mind. Staff organise space and resources well to ensure children gain from the full range of

planned and free flow activities, which are adapted to meet their individual needs. Staff deployment is effective and ensures children receive good levels of support and supervision at all times. Children work as individuals or in groups according to their age. Staff also take account of children's individual development needs before moving them to the next group.

Leadership and management is good. Children benefit from a team of consistent and enthusiastic staff, all of whom have completed appropriate recruitment, vetting and induction procedures to ensure they are suitably qualified for their individual roles. Staff constantly strive for improvement which is evident through their ongoing commitment to updating their skills and knowledge through courses. However, the manager takes responsibility for the majority of key roles, which means staff personal development is less sufficiently promoted. Written policies and procedures have recently been updated, although they have yet to be shared with staff and parents. All mandatory records are well maintained to ensure the safe and effective management of the setting in order to promote children's welfare. The setting meets the needs of the range of children for whom they provide.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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**

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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):

- ensure children have access to resources and activities, which positively promotes their awareness of disability (also applies to nursery education)
- make the person in charge supernumerary (also applies to nursery education)
- ensure updated policies and procedures are understood and implemented by staff and made available to parents.

### **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):

- review planning and assessment to ensure all children's needs are identified and met

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