



## Moniques Montessori Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	127387
<b>Inspection date</b>	08 November 2006
<b>Inspector</b>	Melissa Tickner
<b>Setting Address</b>	41 Chipstead Lane, Sevenoaks, Kent, TN13 2AJ
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<b>Registered person</b>	Monica Denise Maria Purdy
<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?

Monique's Montessori Day Nursery is privately owned and run. It opened in 1989 and has been operating from the current premises since 2001. It operates from a converted shop in a quiet residential area. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.15 all year round except for one week at Christmas. All children share access to a secure enclosed outdoor play area. The Montessori method of teaching is followed.

There are currently 44 children aged from three months to under eight years on roll. Of these, 21 children receive funding for early education. Children come from the local and surrounding area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs nine members of staff who work directly with the children. Of these, six hold appropriate early years and/ or Montessori qualifications and three are starting a Montessori qualification in January 2007. Other staff are employed to support the running of the nursery.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are developing a very strong awareness of keeping themselves healthy. They wash their hands before snack and meal times and clean individual flannels are used to cleanse hands and faces after lunch. Children are encouraged to manage and be responsible for their own personal hygiene; they blow their noses and throw the tissues away without prompting, and clean their teeth after lunch. They are also developing a good understanding about maintaining cleanliness and tidiness of their rooms, the older children enjoy helping to wash up, tidy up after themselves and help to sweep and clean the floors. Staff employ some extremely positive practices. The premises are maintained to a high standard of cleanliness and hygiene and staff and visitors wear indoor slippers or protective shoe covers. Environmentally friendly cleaning fluids are used around the nursery and staff ensure good hygiene standards are maintained. These aspects help maintain children's health and avoid the spread of infection. Staff have clear systems for dealing with and recording accidents, medication, and illness and a number of staff are first aid trained, ensuring that children can be cared for quickly and appropriately should an emergency arise.

Babies needs are met well as they are fed, changed, and have rests and naps as appropriate. There are clear procedures in place for meeting their routines and staff adopt positive practices. For example, there are safe and hygienic procedures for nappy changing such as use of gloves, safe and hygienic disposal of nappies, wiping the mat clean between changes and keeping all areas clean and sterile. Individual bed linen is used for babies, and children have their names recorded above their cot, staff aim to ensure babies usually sleep in the same cot. Staff ensure they record evidence of babies sleeps and when they are checked on a whiteboard, however evidence is not kept of nappy changes and when these take place.

Children are developing a strong awareness of healthy eating. Older children enjoy choosing when to have their snack and help themselves to healthy foods such as celery and cream cheese, grapes and banana. All children are provided with a freshly prepared cooked meal on a daily basis. Nineteen menus are rotated to provide children with an extremely varied diet and a nutritionist has been consulted to ensure that food provided is optimally healthy and has maximum vegetable content. Older children can help themselves to drinking water and younger children are regularly offered drinks, particularly when they wake from a sleep. Staff are clear on children's dietary requirements and a system records this to ensure they can be catered for appropriately, and risks are reduced. As a result of these aspects, children are developing a good awareness of healthy eating and are well nourished during their time at the nursery.

All children have a wealth of opportunities to develop their physical skills, both indoors and out. Outside, children thoroughly enjoy the undercover fort which has been built within a garage to allow children to play outdoors and be active, whatever the weather. They use this

with confidence, children show they can balance, walk backwards up a slope, negotiate a wobbly bridge and climb. They use a climbing wall, ride on bikes and generally explore the garden with confidence, showing they are developing their physical skills in all areas. Younger children and babies are also encouraged to develop skills as they use a small wooden stair case and rails to help pull themselves up on to encourage and help develop early mobility skills. Activities are planned such as a weekly micro sports activity - where children get to learn sports such as basketball, football and rugby. They also enjoy activities such as the obstacle course, and playing with the covered sandpit. All children play outdoors for at least an hour every morning and afternoon, and understand they need to dress appropriately for outdoor play. As a result, children are developing an understanding that physical exercise helps contribute to being healthy and funded children are able to make good progress towards this area of learning.

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

The provision is good.

Children are cared for in an extremely well organised and welcoming environment, organised to meet their needs. It is safe and stimulating and provides them with plenty of room for an extensive range of activities and resources. The rooms are child orientated and organised exclusively to support their independence and accessibility to make free choices. Children of all ages choose from an excellent range of resources and Montessori equipment, all of which are well set out and organised at child height. Younger children are well supported in a well resourced playroom and staff ensure that babies are able to reach out to a good range of resources to support their play. Young children have a sleep room that is maintained at an appropriate temperature and laid out appropriately, with classical music played to aid their sleep. All children have regular supervised access to a safe, secure and extremely stimulating outdoor play area, which is used as an extension on the indoor play space. These aspects ensure children are cared for in an appropriate and safe environment, which is organised effectively to meet their needs.

Children's safety is considered a high priority. It is promoted in practice by staff and they have clear systems in place to keep children safe indoors, outdoors and when on outings. Staff supervise children well and encourage them to transport their resources safely. Young children are supervised as they explore pouring beans and lentils, to ensure risks are minimised. Security is extremely well maintained to help safeguard children. Risk assessments are in place, to help identify and minimise risks to staff and children. Staff have a clear awareness of child protection issues, consequently children's welfare and well-being is considered a high priority and is promoted by staff at all times. All these aspects help keep children safe and as a result, children are beginning to understand safety and why keeping themselves safe is important.

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

The provision is good.

Children are extremely settled, happy and confident at the nursery. Younger children are supported and well cared for as they play, staff sit with them at their level, encouraging them to reach out for activities which are placed so that they can choose what to explore. Staff meet their individual needs well, and are caring and supportive as they change their nappies and

settle them at rest times. They play soothing classical music as children sleep and offer them cuddles and reassurance which encourages young children to feel valued and secure. Staff provide a range of Montessori resources for young children which are age appropriate and varied and include a large selection of resources made from natural materials. Young children thoroughly enjoy developing their mobility with the small wooden staircase and have the space and support to explore and develop skills with a variety of resources. These are planned in line with the Birth to three matters to ensure young children under three are well provided for. All children settle well at the nursery, staff are caring, kind and considerate and welcome each child as an individual, encouraging them to wave goodbye to parents. Children show great levels of confidence and independence and delight as they develop new skills.

### Nursery education

The quality of teaching and learning is good. Staff plan and provide for children within the Montessori method of teaching and have linked these areas to the Foundation Stage of education to ensure they cover all the early learning goals. Children are provided with a rich learning environment; staff are skilled at encouraging and supporting them to develop new skills and offer them clear demonstrations and explanations as to how to use resources. They then give children the space and time they need to develop their new skills and become familiar with them; for example showing a child finger painting and encouraging them to try it for themselves. Staff are skilled in recognising each child's individual level of ability, they encourage them to use activities suited to their level and help them to progress to those that are more advanced once they have mastered the required skills. Staff strongly promote independence, self esteem, confidence and concentration, and during the inspection it is evident that children are developing these qualities to a high level.

Staff have lesson plans in place which identify the aims and objectives of all activities available to children. However their knowledge and understanding of the aims of all the resources set out for children, coupled with an excellent recognition and understanding of children's individual ability enables them to allow each child to make good progress towards the early learning goals. Topics are also planned, which allow children to develop skills in line with all the areas of learning, for example topics such as the Native Americans, food and Halloween have all been covered. Staff note children's achievements and progress under the Montessori system but have linked this to the Foundation Stage to ensure that children are able to make good progress. These are used to help them identify children's next steps and encourage children's progress.

Children make good progress in all areas of development. They show extremely high levels of independence as they help themselves to snack and competently wash up after themselves. They do this without being asked and understand procedures to be followed. They talk with confidence at circle time, sharing their news and show they have developed good friendships. They support one another and help each other out, they also persist at activities for extended periods of time, until they have mastered new skills and achieved what they wanted to. They show pride in what they have achieved for example children delight at the paintings they produce, which is all their own work. Children communicate extremely well and with confidence. They have developed listening skills as they listen to the story and also respectfully hear what one another has to say at circle time. Children thoroughly enjoy using a good range of books, and develop an awareness of letters and their sounds through a range of Montessori resources

such as sandpaper letters. There are plenty of resources available for children to develop mark making skills and children show that they are able to form letters and some can write words and their names. Children have access to a wide range of resources that enables them to develop good hand eye co-ordination, supporting their early hand writing skills.

Children develop strong mathematical skills as they count spontaneously at activities they have chosen, for example counting the pieces of puzzle as they remove them. Children are also able to represent their age with the corresponding number of fingers, correctly. Children use everyday mathematical challenges throughout their day, for example they have to work out how many cards are left in the pot, as it represents the number of children that are able to go outside to play. A number of sensorial activities encourage children to develop a concept of shape, size and length, such as the tower cylinders and rods. Children use size language when they describe the size of the spots on their painting and have access to a wide range of mathematical resources to support all aspects of learning with mathematical development.

Children develop a good awareness of knowledge and understanding of the world. They have access to a wide range of resources promoting other cultures and diversity, including the globes and continent boxes which hold resources relating to all relevant countries. They celebrate other cultures such as Eid, Chinese New Year and Christmas and four year olds celebrate their birthday with the 'birthday timeline', a celebration of every year of their life, helping them to feel valued and enjoy significant personal events. Children are able to construct and design with building blocks and junk modelling; they use the computer independently and also enjoy exploring a circuit, working out how the light bulb works as batteries are connected by the lead. Children have a wide range of opportunities to explore, through the nature table, outdoor play and through a range of exploratory resources for example using a pipette and syringe to collect water, and pouring lentils from one cup to another.

Children hone their creative skills as they can help themselves to a wide range of resources to support their creativity. For example they can access oil and watercolour paints, charcoal, chalk, glitter, salt dough and clay. They can paint with a wide choice of mediums, for example, with stencils, a range of different sized paintbrushes and sponges, they can also choose a variety of resources and glue to create their own pictures. Children have great opportunities to explore using their senses for example feeling a globe as the land is raised in sandpaper and feels rough whilst the sea is smooth. They wear blindfolds as they touch this to develop an understanding of the land and sea. Children play imaginatively outdoors, although they do not have a dedicated home corner or role play area to promote and enhance their imaginative play currently. Children thoroughly enjoy singing and dancing, they take turns to sing solo and as a group, learning songs to show in their Christmas production.

As a result of all these aspects, children are making good progress at the nursery and enjoy and achieve to a high standard in all activities in which they take part.

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

The provision is good.

All children's needs are extremely well met by the staff who recognise children as individuals, are supportive to them and caring in their interaction. For example, staff support young children

closely as they change their nappies, chatting to them and offering them toys to keep them occupied. They settle babies as they go down for a sleep or rest and comfort them as they wake. Older children are supported to make good individual progress as staff recognise each child's individual level of ability and understanding. Staff are skilled in helping all children feel valued, supported and well cared for. As a result, children are developing extremely high levels of confidence and independence. They develop an awareness of the wider society and other cultures through well planned activities and a very good variety of resources and planned activities depicting positive images. The nominated SENCO has attended relevant training and has a good understanding of special needs issues. This helps to ensure that children with special educational needs are supported and have their needs met. Children's spiritual, moral, social and cultural development is fostered.

Children are very well behaved. Staff place a strong emphasis on creating a calm yet occupied atmosphere which is conducive to children becoming absorbed and interested in their activities, avoiding the likelihood of behavioural issues arising. Children are well mannered and are encouraged to develop good social skills and interact with one another. For example they listen to each others news, they help one another and co-operate well together when clearing up after themselves. Older children willingly help to tidy away and do this for extended periods of time as it becomes an enjoyable activity, for example helping to wash up after snack or lunch and helping staff by sweeping the floor after themselves. Staff praise the children regularly for their help and good behaviour and give children the space they need to resolve issues for themselves. Staff note when children become restless or need diverting and encourage plenty of outdoor activity for variety in the children's day. Methods used by staff for managing children's behaviour are effective and work well in practice. This contributes strongly to helping children feel secure and settled and helps them understand the behaviour rules of the setting.

Partnership with parents is good. Staff work very closely with parents, providing them with a good range of information and feedback to enable them to feel well informed. Parents are welcomed in to help or share their skills and knowledge, and are encouraged to be actively involved. For example parents helped to paint the outdoor physical play area and create a vegetable plot for children to grow their own vegetables. They are kept well informed about their children's progress. Parents of young children are provided with a contact book to keep them well informed. Parents of pre-school aged children receive regular feedback about their children's progress and developments and attend consultation sessions once a year. All parents receive regular newsletters and can make suggestions and comments through the parents' suggestion box. Parents are able to view a notice board with information relevant to them, such as the certificate of registration. Currently however they receive little information about the Foundation Stage of education, although staff have plans to compile information to support this aspect. Systems to work with parents are effective and help to keep them informed about their children's care and education.

## **Organisation**

The organisation is good.

Effective and well organised running of the nursery contributes to strong outcomes for children. The owner and manager of the nursery has a clear vision which enables her to promote a good

quality service for children and their families. A well organised set of paperwork is stored confidentially and in place, with the exception of some minor aspects; such as completing health declarations for staff, keeping evidence of all staff qualifications on site and a recruitment policy.

Clear procedures are in place for the recruitment and induction of new staff. The Manager ensures all staff hold appropriate police checks and a high level of staff hold early years qualifications, many are also Montessori trained. These aspects contribute to ensuring a safe and suitable staff team care for the children. Good ratios are maintained at all times and staff deploy themselves well, supporting children effectively throughout the nursery. This enables them to offer a well run day, and offers children of all ages some very good opportunities.

Leadership and management is good. The Manager is extremely committed to providing a safe and caring nursery which follows the Montessori method of teaching. They welcome new ideas and developments for the benefit of the children. All staff work well as a team and support one another closely. They are encouraged to contribute ideas to improve the nursery through the staff suggestion box which has enabled changes to be made. They are committed to updating their knowledge on a regular basis through training, and individual staff developments and achievements are assessed through the recent introduction of self appraisals. Staff attend meetings regularly and management staff meet weekly. The manager has systems in place to assess strengths and weaknesses of the nursery and constantly introduces new ideas and changes, for example the recent building of the physical play area suitable for all weathers and changing the menus to improve nutrition. The manager and staff have also spent time assessing how they are meeting the outcomes for children, and evidence to support this, which contributes to a changing and improving nursery at all times. Consequently the nursery is well supported, led and managed, and promoting strong outcomes for children. The setting meets the needs of the range of children for whom it provides care.

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

At the last inspection in October 2003, the nursery were set recommendations relating to the care and education of children. Checks on sleeping babies are now being recorded on a whiteboard so that staff are able to view checks carried out on sleeping children throughout the day. The travel iron used in the pre-school room is no longer in use to avoid any likely hazards to children. The manager and owner of the nursery is now the named person for behaviour management issues and the child protection policy has been updated in line with the area child protection committee procedures.

Education recommendations have been appropriately met. Staff consult with parents regularly regarding their children's progress and discuss this in more detail at the annual consultation. Children enjoy a wide range of physical activity and outdoor play, and understand about health and their bodies. They are developing a clear understanding of how to keep themselves healthy, understand they must wear warm clothing before going outside and know to have a drink when they come in and have warmed up. Children have a wide range of experiences to develop their understanding of diversity; activities are planned specifically in this area, and a wide range of activities accessible to them on a daily basis help develop their knowledge and understanding of the world.



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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- consider recording and maintaining evidence of nappy changes
- ensure minor paperwork areas are appropriately implemented

#### **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):

- continue to expand the range of resources and opportunities to support children's role play opportunities
- develop the range of information for parents regarding the Foundation Stage of education

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)