



Tiggywinkles Montessori Nursery

Inspection report for early years provision

Unique Reference Number	EY334313
Inspection date	23 November 2006
Inspector	Shirley Amanda Wilkes
Setting Address	Newport Rugby Club, Forton Road, Newport, Shropshire, TF10 8BU
Telephone number	01952 810021
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Registered person	Nicola Mary Withers
Type of inspection	Integrated
Type of care	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.

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?

Tiggywinkles Montessori Nursery opened in 2006, originally opened in 1990 and changed ownership in 2006. It operates from rooms within the local rugby club in a market town near to Telford, Shropshire. There are currently 28 children on roll who attend for a variety of sessions. The nursery supports children with learning difficulties and/ or disabilities and also supports children who speak English as an additional.

The nursery opens five days a week during school term times. Sessions are from 09:00 to 13:00 on a Monday and Friday and from 09:00 to 14:45 on a Tuesday, Wednesday and Thursday. There is a total of four staff who work with the children. Of these, over half the staff have early years qualifications to NVQ level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where staff encourage children to be independent in their personal care, children use liquid soap and have individual towels, which limits the spread of infection. Children are learning the importance of hand washing prior to meals, but the routine for snacks does not encourage children to ensure their hands are clean before eating.

Children are able to access water independently throughout the day from the water dispenser. They enjoy healthy snacks, for example, fruit, vegetables cheese and crackers at snack time. Children bring packed lunches, and information for parents about healthy options are included in the parents pack. Information about any food allergies are included in the children's details, which ensures that their individual dietary needs are met.

Children have daily access to an outdoor play area where they are developing their large motor skills. Children enjoy running around the grass area on a windy day and using chiffon as sails, enjoying the way it wraps around their bodies and faces. Children move with control as they follow the white line on the tarmac and form a train to go back indoors. When inside they move around the furniture carrying resources with ease. Consequently, children are developing their physical skills and have access to regular fresh air. Children's skills are developing as they confidently use the scissors, pencils and paint brushes and pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around freely and accidental injury is minimised because the setting gives high priority to ensuring children's safety. Regular risks assessment and daily checks are carried out. Children are aware they are not allowed to run in the play room and know that they have to form a line when leaving or entering the building to avoid accidents, showing that they are developing an awareness of their own safety. There are good procedures in place for the arrival and collection of the children, for example, a security password is used if children to be collected by persons unknown to the nursery. Resources are appropriately stored to give children choice and enable them to access them independently. These are regularly checked to ensure they are clean and safe.

Staff ensure children are safe on outings by completing risk assessments of the site prior to use. They obtain written permission from parents to take children out of the nursery and ensure they have the necessary equipment and emergency contact details. Appropriate procedures are in place regarding the recruitment and vetting of staff which ensure children stay safe. Children are protected because all staff have a clear understanding of child protection issues and the procedure to follow if they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in their environment. They are greeted at the door by a member of staff and hang their coats and change into their slippers with ease. As they enter the nursery they are familiar with their setting and comfortably engage in their chosen activities. Therefore, children are developing their confidence and self-esteem. Children use their own initiative and select their own play materials from the wide range of resources. They are engrossed in developing their all round skills. For example, some children enjoy developing their practical life experiences as they master skills such as sweeping, laying the table. Others are developing their reading, writing and arithmetic skills by working with letters, words and numbers. Children's learning is extended as qualified Montessori staff use their observational skills to monitor and intervene as necessary. They approach staff with ease, such as writing their names on their pieces of work.

Nursery education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and are all involved in the planning. They implement a range of appropriate activities but are also led by the children's interests. Staff complete observations and assess children's progress. They have started to use the assessments to inform planning. They ask open ended questions that encourage children to think. Children are independent and able to make choices. They are able to sustain their concentration and complete tasks with ease. For example, a child uses a book and a box of shells to match to the pictures once she has completed this, she tidies away before moving onto another area.

Children engage in activities of their choice. They have formed friendships with their peers and play happily together. Children's self care skills are developing well as they independently use the toilet and many are able to put on their coats and shoes. Children count six wheels on the car while others are encouraged to count beyond 20. Children display an understanding of size as they request a big bowl when pretend cooking. They show an interest in shapes and draw a circle and triangle in their work books. Children enjoy using the cylinders to recognise sequencing and the measuring sticks to measure their toys.

Children speak with increasing confidence, recall events from the weekend and ask questions. They show an interest in books choosing them for pleasure. They are beginning to recognise their own names and are able to sound letters in words. Children demonstrate that they know how to form letters as they make marks on their art work and the use of the writing area. Children learn about the environment through topic work, for example, in the hibernation area there is a box set aside which children can go in and experience the dark and what it would be like to hibernate. Parents are welcomed into the nursery to teach children about their cultures and the festivals they celebrate. Children develop a sense of time as they learn about the seasons and know the routine of the day. They demonstrate their skills in technology as they play on the computer, control the mouse, use the digital camera and create a picture show on the computer for the children to recognise themselves.

Children use their imagination well, pretending to be others as they play in the home corner creating a birthday party complete with party games. They enthusiastically join in songs and some children sing with confidence on their own. Children are creative as they independently use resources to create works of art. They show an understanding of space as they confidently move around the room and competently use tools for example tongs when transferring beans.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome into the setting. Photo displays of the children and their name on their coat pegs ensure they develop a sense of belonging. All children take part in a range of appropriate activities that ensure they make progress. Children behave well and understand there are rules, for example lining up before going outside to play. They share and take turns when playing games. Staff use praise and encouragement to positively reinforce good behaviour. Children are beginning to develop an awareness and understanding of others as the setting explores cultures and festivals from around the world. Therefore, children's spiritual, moral, social and cultural development is fostered.

The flexible settling in procedure ensures children settle well. Children with special needs are welcomed into the setting. Resources and activities ensure children are aware of the wider world, with parents and children sharing their cultures with the children.

The partnership with parents and carers is good. Detailed written information is given to parents about the Foundation Stage and how it links with the Montessori method. Parents reported that they were very happy with the care and education their child received. They said that staff were friendly and approachable. They praised the variety of activities children were involved in. Parents are informed of the progress children are making through daily chats, and the use of the white board to show stories songs and activities of the day. They are encouraged to share what they know about their child and are involved in their learning, which ensures their needs are met.

Organisation

The organisation is good.

Children's care and welfare is promoted through effective recruitment and vetting procedures. Staff regularly develop their skills and knowledge by attending further training. Appropriate ratios are maintained and staff are effectively deployed. This ensures children's needs are met. The required policies and procedures are in place for the efficient and safe management of the provision and to promote the children's welfare, care and learning.

The quality of leadership and management is good. Identified weakness in the provision have been acknowledged and an action plan to address these. The manager leads by example and works with the children, setting a good example to the staff. An appraisal system is in place which identifies staff's strengths and training needs and so further develops the care and education of the children.

Overall the provision meets the needs of the range of children who attend.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- improve hygiene routine at snack time

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):

- ensure children's individual profiles are used to inform planning

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