

# Tigglets Montessori Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	151116
<b>Inspection date</b>	25 September 2007
<b>Inspector</b>	Mandy Gannon
<b>Setting Address</b>	Crondall Scout Centre, Pankridge Street, Farnham, Surrey, GU10 5RQ
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<b>Registered person</b>	CANDY HEAD
<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?

Tigglets Montessori Nursery School opened in 2001. It operates from Crondal Scout Hall and accommodation used includes two halls, kitchen and toilets. The Nursery serves the local village and surrounding towns.

There are currently 28 children from two to under five years on roll. This includes 15 funded three-year-olds and four-year-olds. The setting can support children with learning difficulties and or disabilities, and who speak English as an additional language.

The Nursery opens five days a week during school term times. Sessions are from 09.15 to 15.30 Monday to Friday. Children attend for a variety of sessions. Children staying all day bring packed lunches.

Three full time staff and seven part time staff work with the children. Seven of the staff team have Montessori qualifications, one has NVQ level 4, one is a qualified nursery nurse, and the other two members of staff are working towards suitable childcare qualifications. Local meetings with schools and pre-schools are attended, and support and advice is also received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children develop an excellent understanding of healthy eating as they make selections from different types of fruit at snack time. Children's independence is promoted as they serve themselves and pour their own drink. Children independently access drinks across the session and staff remind children about the importance of drinking. Children benefit from a healthy packed lunch which is provided from home and appropriately stored promoting the groups healthy eating policy. Children's understanding about staying healthy is promoted through topics about 'ourselves' they have visits from a dentist and learn about a good diet and good personal hygiene.

Children have significant opportunities to engage in physical activities promoting a clear understanding of the benefits of participating in regular exercise and how it contributes to ensuring a healthy lifestyle. They benefit from a wide variety of activities and show confidence as they balance along beams and climb on apparatus. Children access an extensive range of smaller equipment, such as hoops and balls and enjoy riding tractors and scooters and pushing buggies, negotiating space developing their co-ordination and control.

Children benefit as staff implement highly effective health and hygiene procedures, such as preparing tables at meal times and promoting children's hygiene practices. For example, children wipe their own noses and are aware to effectively dispose of tissues and to wash their hands afterwards. Children learn about health and hygiene and how to look after themselves through personal routines, including hand washing before snack and mealtimes and after toileting. Children recognise the need to wash their hands to prevent the spread of infection.

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

The provision is good.

Children's safety is successfully promoted with effective measures having been put in place with daily checks, risk assessments and the strategic positioning of staff. For example, staff place themselves at the door of the entrance to the premises at times of arrival and departure and are vigilant to ensure that children do not leave unescorted. This is further enhanced with effective systems in place to ensure that children only leave with adults the staff have been notified of. Children remain safe within the environment as staff remind children to use resources appropriately, carry equipment carefully and tuck chairs in under the table reducing potential hazards. Children and adults safety is promoted as fire procedures are in place, fire exits are kept clear and regular fire drills are practised and recorded. Clear records of the time of arrival and departure of children, staff and visitors are in place with the numbers of persons detailed on the board for evacuation purposes. Children benefit as staff are aware of potential hazards, have minimized risks and have completed health and safety training.

Children are able to move around the premises safely as space is well organised with opportunities to access ample floor area or table top activities. Children are able to independently access a wide range of suitable toys and resources from low level shelving.

Children's welfare is safeguarded as the staff act in their best interest and have a clear understanding of child protection. The majority of staff have attended training, with some accessing the advanced course. A designated person for child protection is identified. Policies

and documentation to safeguard children are in place, which include a lost / uncollected child policy, and procedures to follow should an allegation be made against staff. However, up to date information on the procedures of the Local Safeguarding Children's Board are not available to all staff, as not all information is up to date.

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

The provision is good.

Children arrive happily and quickly settle to activities, even though some of them have only been attending for a short period of time. They are aware of the routine and are greeted by the staff and supported appropriately. Children are interested and involved in activities and independently access resources from the shelves, they are aware to get mats out for floor activities and return once they have completed. Children gain confidence as they self-select activities and are independent in many tasks. For example, they choose if they wish to have snack and serve themselves. Staff know the children well and talk to the children promoting children's sense of well being.

Children are confident communicators and this is promoted by staff who actively listen to what children have to say and value their contribution. Staff use Birth to three matters framework to guide and support planning. Staff have a clear understanding of children's development and provide an interesting, stimulating environment where children develop a strong level of independence and confidence from an early age.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and how children learn, using their skilled teaching methods to meet those needs. The nursery is well organised with resources easily accessible in identifiable areas linked to Montessori teaching.

Children are developing an accurate understanding of mathematics as they use Montessori resources with confidence. Children learn to count at registration, in songs and everyday activities. Many children are able to count and recognise number up to ten and beyond. Children are developing an understanding of money as they select coins and pay for their snack. Some children have a clear understanding of early calculation as they are able to identify one less when singing number rhymes.

Children's communication, language and literacy are well developed as staff value, respond and encourage children. Children contribute to discussions and tell others about items they have bought in from home. Children have opportunities to begin to develop an understanding of other languages as they have weekly French lessons and have a member of staff who speaks Spanish. Children identify and recognise their names as they self register on arrival and when they wish to take their snack. Some children are able to write their names and correctly identify the phonic sounds. They enthusiastically sit in the book corner and share stories with each other. They effectively access information from non-fiction books. For example, a child excitedly shares information about the snail and how it has grown and changed.

Children's fine motor skills are successfully promoted through the extensive range of Montessori resources. They transfer small items from one container to another developing their pouring techniques. They use pincer grips using tongs and tweezers. Children are extremely confident and have high levels of independence from an early age. For example, they select and return

resources, they sweep up, serve themselves snacks and wash and dry up supported by competent practitioners.

Children have exciting opportunities to gain an accurate understanding of knowledge and understanding of the world through topics. For example, they learn about differences of the animals, food and climate of the continents of the world. They make volcanoes and watch them erupt. They learn about their bodies and how they work. They plant flowers outside and watch them grow, observing the changes.

Children enjoy playing outside and excitedly put on their outdoor shoes. They negotiate space pushing buggies and riding scooters and tractors on their newly re-furbished soft surface. They take it in turns as they balance on beams and competently climb into a sack and jump.

Staff observe and monitor children's progress and transfer to their profile. They use this information to inform parents of their progress. However, when planning activities differentiation is not clearly identified in all areas, this does not offer support for less experienced staff to ensure activities are adapted or extended to suit more or less able children. Children follow their own interests and staff develop this, allowing each child to take the lead in their learning. Teaching is strong and staff have a clear understanding of the individual needs of the child.

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

The provision is good.

Children are confident, happy and settled. They are very well behaved and benefit from clear, consistent behavioural expectations which are promoted by staff who act as positive role models. Children's confidence and self-esteem is promoted by staff who offer appropriate praise and encouragement clearly following the settings behavioural policy. A complaints policy is in place, which includes the address and telephone number of the regulator.

Children and their families including those with learning difficulties or disabilities benefit as they receive support from a designated member of staff who has completed training, she works closely with the rest of the staff team to ensure the needs of the child are met. Support is received from outside agencies if required and individual programmes are put in place to support the individual needs of the child.

Children develop an interest and positive attitude of the wider world through well planned topics where they learn about the cultures, food and animals of different continents. They have weekly French lessons and develop an understanding of other languages as they count in Spanish. Children and staff make links in the community as they visit a local farm and school, have visits from a fishmonger and story tellers. Staff continue to forge links with the local community. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive information about topics and are encouraged to support their child to bring in items from home linked to the letter of the week. They receive daily information about the day's activities with written details about the plans for the music and French lessons they participate in with specialist teachers. Children's progress and achievements are discussed through an open door policy and open mornings are held where parents can come into the setting to see how their children learn. A formal parents evening is held once a year.

## **Organisation**

The organisation is good.

Children's care and well being is promoted through clear policies and procedures, although some detail is insufficient and not up to date in the child protection and complaints policies. The staff work very well together as a team and are aware of their roles and responsibilities. The setting meets the needs of the range of children for whom they provide.

Regular staff meetings, planning meetings and discussions are held to ensure all staff play an active role in the setting. The strengths of the group are acknowledged with areas for improvement identified. A high value is placed on the importance of training and the management clearly identify and encourage training needs through discussions and annual appraisals. Children have positive outcomes as all staff are able to fully contribute to the group. Children's care and learning is enhanced by effective deployment of staff.

The leadership and management are good. Children's care and learning is enhanced by an enthusiastic and motivated team who strive for improvement. The majority of staff are experienced and able to clearly differentiate activities in all areas, although this is not clear in planning to support less experienced staff. Staff are knowledgeable about the Foundation Stage curriculum and the majority are Montessori qualified.

## **Improvements since the last inspection**

At the last Children Act inspection the group were asked to make sure a low-level glass panel was made safe or inaccessible. The group have covered the glass in safety film and put in place a removable barrier to protect and safeguard the children.

At the last Nursery Education inspection the group were asked to provide opportunities for children to develop skills in using programmable toys and information technology and provide resources, materials and opportunities for children to be creative using their imagination. Children's understanding of information technology is promoted through the use of a laptop computer and remote control cars. Children express themselves creatively using their imagination as they freely access resources including pens, pencils, paper and glue.

## **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**

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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 that up to date information is available for all staff and parents about the Local Safeguarding Children's Board and is included in the child protection policy.

### **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 that differentiation is clearly included in all areas of planning to promote the individual needs of the children.

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)