

# Lamb Setts Montessori Nursery School and Out Of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY216890
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Yvonne Victoria Facey
<b>Setting Address</b>	c/o Lamb Setts Montessori Nursery, 26-28 Chapel Street, Mosborough, Sheffield, South Yorkshire, S20 5BT
<b>Telephone number</b>	0114 248 6960
<b>E-mail</b>	
<b>Registered person</b>	Lamb Setts Nursery
<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?

Lamb Setts Montessori Nursery School and Out of School Club has been registered since 1994.

The setting is privately run. The building has three levels and the nursery is situated over the first two floors within a pair of converted terraced houses. There is a fully enclosed outdoor play area.

The nursery is registered to care for 46 children. There are currently 82 children on roll, of which 46 are in receipt of nursery education funding. There are 36 children attending the Out of School service. The nursery supports children with learning difficulties and disabilities.

The nursery is open from 08.00 to 18.00 all year round except for Christmas and bank holidays. There are 18 members of staff working with the children. The majority of staff hold a relevant childcare qualification. The nursery follows the Montessori teaching approach to learning.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Most of the staff show a good understanding of the importance of good hygiene practice and they implement procedures effectively, so that children are protected from infection. They wear aprons and gloves when changing babies' nappies, and mats are cleaned thoroughly between use. However, some staff wash all children's hands in one bowl after snack which does not protect children from cross infection. Older children do understand the importance of personal hygiene as they explain to new children in the room that they have to wash their hands before they have lunch so they 'don't have any germs'. Children wear gloves at lunchtime as they help put the meals out. Staff are good role models and wash their hands in front of the children using liquid soap.

Staff find out from parents about children's individual needs, such as dietary requirements and sleep routines, and make sure children eat and sleep according to their needs and routines. Children enjoy a good range of nutritionally balanced meals and snacks that are prepared daily on the premises. Some children bring a packed lunch and parents are encouraged to provide healthy meals.

Regular opportunities for outdoor play contribute to the children's overall good health. They play outside daily and participate in physical activities inside, such as moving and controlling their bodies in action rhymes. Children have access to a separate soft play area where they enjoy physical exercises. Children's hand-eye coordination is promoted well in a range of activities, such as threading and using small tools.

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

The provision is good.

There is good space within the setting to enable children to have room to play freely and comfortably with the toys and equipment. Children enjoy a variety of safe, good quality toys and play materials. Resources are placed where children can see and reach them easily and so make choices about their play. Children were observed freely opening the cupboards and accessing toys themselves and putting them away after use. Comprehensive risk assessments are completed daily through staff checking toys and equipment and recording any action they have taken. Good fire precautions are in place. Children take part in evacuation procedures on a regular basis so they become aware of and familiar with safe practices.

Children are well supervised and good procedures are in place to ensure visitors do not enter the premises unattended. The main doors are locked and staff greet visitors. Children are beginning to understand the importance of staying safe. They know any areas that may be out of bounds. For example, children tell the inspector they are not allowed through the gate to the top garden. Safety equipment is in place to ensure that children are kept safe at all times. For example, safety harnesses are used to secure children in high chairs and safety gates are in place.

Children are well protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The designated person for child protection is experienced and confident in their role. Child protection training has been

undertaken by most of the staff and they have a good understanding of their responsibilities. This ensures staff fully understand their roles and responsibilities for protecting children.

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

The provision is good.

Children are happy and content in the nursery because staff take time to get to know them and build secure and trusting relationships. They find out what children can do from their parents and from other staff members when they are moving rooms. Younger children enjoy a wide range of activities, such as water play, music and story sacks. They explore their environment freely accessing all areas and choosing their own activities. They enjoy sensory play. For example, heuristic play and feely boxes. Activities are planned around what children are interested in and what they can do. Staff are skilful in including them in activities that make them think and explore. For example, children are engrossed in the 'Icky sticky frog' story where they have a frog puppet that they can touch and they laugh as it sticks its tongue out. Staff are also sensitive to children's needs and understand that new experiences may not suit all children. For instance, as they play with the feely box the staff show them what is going inside.

Nursery Education.

The quality of teaching and learning is good. Children are progressing well in all areas of learning. Staff have a secure understanding of the Foundation Stage and plan a curriculum which is challenging and purposeful. It covers all six areas of learning and indicates the intended outcome in achievement. The planning is detailed and individual play plans are in place to ensure children are appropriately challenged. The systems used for assessment clearly identify the next steps in children's learning to ensure they make good progress. Staff manage children well and have good expectations for their behaviour. Children learn through a balance of adult-led and child-initiated activities. This means they develop skills in decision making though having the freedom to plan their own play. The quality of teaching, staff's enthusiastic manner and the way the environment is organised all contribute to children being active and eager to learn.

Children are confident and motivated to learn. Their independence is growing and they are able to manage their personal needs, put on their coats and help themselves to water from the jug and cups provided in the playrooms. Children use language well for a range of purposes, such as initiating conversation, sharing information at circle times and recalling past events. More able children are beginning to recognise initial letter sounds. They develop good pencil control as they copy letter shapes and attempt writing for different purposes.

Children count reliably to five, and some are able to count beyond. They have good everyday experiences to problem solve, such as sorting cutlery at mealtimes. Children experience real mathematics as they play, which makes learning meaningful. For instance, they learn about weight, explore shape and space when completing jigsaw puzzles and frequently count in daily activities. They have a good understanding of size. For example, they talk about the size of their clothes and how they are getting small because they are getting bigger.

Children are gaining an awareness of the importance of technology in everyday lives. Children explore colour and texture, for example, when painting and making collages. They become familiar with sounds and music through the activities and by singing. Children have some experiences of living and growing things. However these are limited. In addition the use of the outdoor play area limits children's experiences to explore and investigate the outdoors fully.

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

The provision is good.

Children are warmly welcomed and respected as individuals. Children who have identified learning difficulties or disabilities receive good support and have their learning needs met. The nursery staff seek advice and guidance from parents and other agencies to ensure children reach their full potential.

Children's behaviour is mainly good and they are given praise for what they can do. They enjoy one another's company and have formed good friendships with staff and their peers. Some effective strategies encourage children to behave well. However, at lunchtime there are situations where children are noisy and do not listen to staff. They understand about taking turns and most wait patiently at circle time for their turn to speak. Children have access to a balanced range of resources reflecting diversity and take part in activities to learn about similarities and differences. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents and carers receive much useful information about the nursery and what it offers their children. They are kept well informed as to their children's progress and are very much encouraged to support their learning. Regular newsletters are produced to keep parents up to date with what is happening in the nursery. Planning sheets are shared with parents every term so they are aware of what children are learning. The nursery looks at developing a range of strategies to involve parents in their children's learning. For example, learning journals, family days at the nursery and workshops. Staff use media material, such as DVDs to show parents what their children can do and to inform them of the stepping stones.

## **Organisation**

The organisation is good.

Children benefit from a nursery which is well organised. Management responsibilities are well defined. Robust procedures are in place for the recruitment and selection of staff and a good induction procedure is in place. There is strong emphasis on staff gaining qualifications and on continued training. All required policies and procedures for the smooth and efficient running of the nursery are in place and help form an effective operational plan. Records and documentation are well organised and stored securely to ensure a safe and efficient service to promote children's welfare.

The leadership and management is good. Regular reviews of policies and procedures take place as well as regular reviews of the practice. For example, the nursery manager often visits each room to monitor practice. This enables management and staff to continue to work together on any improvements identified to ensure the care and education is well promoted. Staff are appraised and attend regular training to update their knowledge and skills in childcare. Supervisors in each room are given non-contact time to plan and organise their areas of responsibilities.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the setting was asked to review the child protection policy and the assessment systems to monitor the progress of children under three years. The setting have successfully addressed these recommendations which safeguard children's learning and welfare.

### **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):

- ensure appropriate arrangements are made for hand washing for all children
- improve children's experiences in the outdoor play area (also applies to nursery education).

#### **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 children's awareness of living and growing things (also applies to care).

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)