

Kellybrook Montessori Nursery

Inspection report for early years provision

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| Unique Reference Number | 113556 |
| Inspection date | 20 November 2007 |
| Inspector | Christine Clint |
| Setting Address | Scout Hut, 53 Billingshurst Road, Broadbridge Heath, Horsham, West Sussex, RH12 3LN |
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| Registered person | Siobhan Mary Noden |
| Type of inspection | Integrated |
| Type of care | Sessional 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?

Kellybrook is a Montessori nursery, which registered in 1991. The nursery is situated in the scout hall in the village of Broadbridge Heath, near Horsham, West Sussex. Children attend from the village and the surrounding area.

Kellybrook Nursery follows the Montessori curriculum which is integrated with the Foundation Stage curriculum. Sessions are held on five mornings a week, from 09:15 to 12:15. Afternoon sessions operate on four afternoons a week from 12:45 to 15:45, during term time only.

The nursery has 47 children on roll and there are currently 30 children in funded educational places. At the time of the inspection 17 children were present. The nursery supports children with learning difficulties and children who speak English as an additional language.

There are six staff working at the nursery and four staff are present every morning. All staff working in the nursery either hold or are working towards appropriate qualifications. There are two staff members with current certificates in first aid training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and well organised premises that are suitably maintained. They follow very regular routines to ensure that their health is prioritised. They use the nearby toilets easily and younger children are well supervised by staff. There are effectively displayed pictures to depict the actions of hand washing. All requirements for nappy changing are immediately available and the nursery clearly informs parents in the prospectus that they do not exclude children who need changing. Staff manage children's hand washing at each table, by using a bowl of water and pouring fresh water to rinse each child's hands. Children then take responsibility for thoroughly drying their own hands. Staff gently remind children about covering their mouths when they cough or sneeze and they talk about germs to reinforce children's understanding.

Children's health is clearly prioritised because a first aid kit is readily available and all accidents are recorded and signed by parents. Staff with current certificates in first aid training are present at every session and there is a concise written plan for emergencies. Parents are provided with clear information regarding illness and children's attendance; the nursery use the incubation and exclusion list and also share this with parents. Staff show a thorough knowledge of the procedures for administering medication but do not accept this responsibility as nursery session times are short; parents are fully informed.

Children are encouraged to eat healthy snacks during the morning and afternoon. They share the bowls of prepared fruit, raisins and bread sticks; they socialise well in small table groups with a staff member. Children willingly fetch items for their table and they concentrate well and remember what they must collect. They help to serve their own drinks of water and milk at the tables. They readily try different foods during special topics and have eaten naan bread with healthy dips, they sometimes learn to make their own sandwiches. Any children with allergies have their needs clearly documented and notices are displayed; staff show a high level of awareness in meeting children's individual needs and liaising with parents.

Children have an enclosed garden and there are ample photographs to show how they increase their physical skills by using a good variety of outdoor play apparatus. They have daily activities indoors in wet weather and children join hands with each other and take turns to travel sideways in a circle, they dance to music and everyone claps the rhythm. Children learn to balance on beams, they move with expression to classical music and they practise steering with special apparatus. They frequently practise ball skills using nets, they learn to throw and aim, they also play football and learn to aim when kicking. Children have regular opportunities to carry and balance items when managing the Montessori equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are competently cared for and diligently supervised at all times. They are fully secure within the premises because the main entrance can only be opened from the inside and the rear door leads to the garden only. Children have a wide selection of Montessori resources in the main hall which are prepared and ready when they arrive and they also use the smaller annexe as an art room. They play safely in the secure garden during better weather and use ample outdoor equipment. Children listen and concentrate when staff explain routines for

safety, they learn to carry their chairs with the legs pointing down so that they will not hurt each other. They know that they must wait until their names are called at collection time. Children manage their movements independently during the session and dutifully follow the routines for returning the play equipment to the correct place. There are regularly completed risk assessments in place to check for daily hazards, especially during outdoor play; there is constant supervision of the large climbing frame. The fire exits are clear and fire evacuation procedures are displayed. The nursery regularly practises fire drills and these are recorded in the register. There are policies in place to show how the nursery would manage any lost or uncollected child. Children are encouraged to think about safety because staff explain well, they talk about not running inside and why children must remember to hold hands immediately when they are outside, because of parked cars.

Children's well being is consistently monitored because the supervisor has substantial knowledge and experience of child protection and of referring any concerns. Staff who have attended recent training, share the updated information amongst all staff. There is a clear policy for safeguarding children and this includes the procedures to be followed in the event of any allegations against staff. The nursery records any injuries that children have on arrival but parents are not fully informed of the nursery's duty to notify any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and quietly involved at all times. They have ample choice of a variety of play equipment and dedicated attention from staff. They are encouraged to make decisions and move freely between the activities; they can find and choose from the many items of special Montessori equipment available around the room and they are very used to following the principles of putting items back in containers or placing them where they belong. Children quickly learn the daily routines because these are regularly followed and this increases their sense of settling and belonging; children are given time to finish their activity and prepare for what will happen next. Children show growing confidence because they are encouraged and praised, they learn right from wrong during routines because staff always explain and ask children to think. Children listen extremely well because staff speak clearly. They have continuous opportunities throughout the session to increase their level of responsibility and to become independent, because the use of the Montessori equipment encourages and supports this. All children's development is observed and assessed from the beginning of their attendance, through the Montessori life skills principle which includes many aspects of the Birth to three matters framework.

Nursery Education

Children separate from parents and carers with confidence, they choose which tables to sit at and they help staff to complete the register. They are encouraged to take turns and share, especially with the Montessori equipment which is often designed to be used by one child at a time. Children learn to wait their turn and happily pass the resources to the next child. They are learning social skills at small group times and at snack time, they eagerly ask each other to play and all sit together for stories. They are fully encouraged to manage their own personal needs and younger children are gaining in confidence. All children take part in saying grace before eating, they are chosen to help to carry items to share and they all take responsibility for washing their own cups.

Children listen fully and respond confidently during group times and especially when they talk about what is happening in the story. They also learn new words to explain the Montessori shape names and the names of particular Montessori equipment. They know and find the correct letters to copy and form three letter words, and they instantly recognise and sound the letters as they use them. Older children are able to write their own names and younger children practise by copying. They have opportunities to make marks with chalks and on paper. They are learning to understand what new words mean and respond readily to questions about uniform; they can name several different people who have visited the nursery in their uniform.

Children frequently practise rhythm when singing and dancing. They learn to clap to music when taking turns to dance with each other in a circle and they all know the words and actions to the songs they frequently sing together. They have opportunities to play musical instruments and to practise with a visiting music teacher. Children eagerly paint pictures that are linked with the clothing topic, they each paint a hat and scarf picture and choose the colours. Children have opportunities to be creative whilst learning to use wider physical movements, for example previous large scale painting shows how children used whole arm movements. They can easily identify matching items through their senses and by feeling textures that are the same, they describe these as soft and shiny or rough.

Children continually learn about shapes, space and measuring because they have a wide variety of Montessori equipment that includes the basis of all mathematical development. They learn sequencing and repeating patterns with many items and they learn to name cone, prism and hemisphere shapes, when using these. Staff encourage children to recognise these same shapes when looking out of the window, to consolidate their understanding. Children count very frequently during singing action rhymes, they are chosen to be camels and they make a train around the room singing and adding to the numbers as children join in. Children count how many people are at their table and then have to collect the same amount of cups, counting these again. There are pictures of trees and children have added the number of leaves together to show the total.

Children have good opportunities to learn about the wider world because the nursery staff provide ample planned experiences and visits from professionals in the community. Children have learned about being a nurse and they have talked to an airline pilot. They have had visiting animals and children have experienced touching a 'corn snake', a 'dragon lizard' and a pony who remained in the garden. They paint pictures of real flowers, they learn to grow plants in the garden. They use leaves for printing and make 'fortune cookies'. Children help with cutting the fruit for snack time, they practise carrying liquid in cups and transferring liquid with a sponge. Children use technological toys and these include an electronic till with a calculator and credit card system. Many of the practical life skills that children learn through the use of the Montessori equipment, encourage their wider understanding of the world.

Children show a high level of involvement in moving to music and carrying out actions to songs. They learn to practise country dancing with partners and to travel together in a circle, in time to the music. They learn about warming up and moving parts of their bodies, they listen and copy instructions and can recognise and move their bodies. They move enthusiastically forwards and backwards to 'Them bones, them bones.' They often carry out specific tasks to increase their ability by fetching and carrying items, preparing snacks, carrying liquid in cups whilst walking; this is often measured to see if any liquid has been lost. Children are encouraged to think when they are painting and to use different size paint brushes according to the area they are painting. Many of the techniques and simple methods used with Montessori life skill learning

are based upon children increasing their physical abilities, which increases their confidence and their ability to progress.

The quality of the teaching and learning is good. Staff show that they are dedicated and attentive to children at all times. They have a high level of knowledge about the Montessori equipment and how this is used, they understand the Foundation Stage of learning. Staff spontaneously adapt to children's levels of play and concentration; they continually engage children in conversation during activities to encourage their knowledge and understanding. Staff use consistent warmth and gentle, calm voices; they address children clearly and understand their individual needs. There is ample challenge for children because much of the Montessori equipment available is designed to be used by children up to the age of seven years.

The planning is detailed and fully organised in advance to show how children are learning through all the activities offered. Staff show strong levels of team work in taking responsibility for certain areas to ensure that the Montessori curriculum is linked with the early learning goals. Children's development profiles are in place and regularly highlighted to show areas of achievement, although there are few written observations to support the learning. There are clearly defined targets for each child's learning and key worker staff show a good level of awareness regarding individual children. Many achievements are verbally shared with parents but parents do not contribute regularly to the development profiles or have access to them.

Helping children make a positive contribution

The provision is good.

Children have a variety of opportunities to take part in festivals that reflect positive attitudes towards the diversity within society. They have recently celebrated Diwali, Chinese new year and American independence day; the nursery staff talk to people from these cultures to link with the festivals and children use the digital camera to record the experiences. The nursery invites professional people in from the wider community, to talk to children and answer their questions. They are learning to help children with English as an additional language and all nursery children take part in national charity events. Children with learning difficulties are fully included and totally supported during the session. There are links with professionals to show previous guidance and support; the provider has experience and knows the routines for working closely with parents and other agencies. The nursery has previously used individual play plans and can adapt the use of the Montessori equipment easily to meet children's needs.

Children behave very well during the nursery session. They listen because staff speak quietly and gently, they respond to staff attentively and follow the clear instructions. Children are praised and encouraged by staff, they show high levels of responsibility when getting equipment and when putting items away. They are reminded about the nursery rules and the usual routines and they readily respond when they are asked why these routines are in place. Children's spiritual, social, moral and cultural development is fostered.

The partnership with parents and carers in respect of the nursery education is good. Parents have trust and confidence in the nursery because many have had previous children attending and they know that the reputation of the nursery is good. There is a welcome pack in place for new children and parents, which provides sensible advice and helpful information. This includes a typical timetable and 'ways in which you can help your child at home'. Children are also encouraged to draw a picture in the welcome pack of their favourite person, toy or activity. Parents provide full written permission and emergency contact details, they are informed of the procedures for making a complaint. The nursery prospectus explains the aims of the nursery

and provides a good description, including the history of the Montessori philosophy. Parents have regular newsletters and these give clear information about staff. There is also a weekly notice displayed which gives parents the activity theme or topic and informs them what children will be doing. Parents have daily opportunities for verbal communication, they are aware of children's learning and continual assessments towards the Foundation Stage curriculum, although they do not have opportunities to see their children's development profiles.

Organisation

The organisation is good.

Children's care and the daily management of the nursery is well organised and planned. Staff are checked and suitable to work with children, although systems in place for newly appointed staff are not clearly defined. Full staff information is held and there are a suitable level of staff qualified in early years child care and Montessori training employed. Staff continue to update their training on specific subjects and they show a high level of support for one another and dedication to the children. The nursery aims are well established and clearly documented, together with full information about the Montessori philosophy and the policies and procedures. The registration certificate is clearly displayed and children's attendance is recorded in the daily register. Staff attendance is also recorded and any visitors on the premises are timed. The nursery offers morning or afternoon care and children can return after lunch. They have a high level of support because the ratio of staff to children remains high.

The leadership and management in respect of the nursery education is good. There are clear and informative plans in place for all children's activities and these show how children will learn. Staff show a fully collaborative approach to following plans and taking responsibility for children at specific activities. They work well as a team and have implemented effective changes at times after evaluating their practice, although this evaluation has not included the completion of the records of assessment or parents' involvement in these. All staff are valued and appraisal systems are continuing to be completed; all staff contribute to the quality assurance programme being completed. The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last child care inspection the provider was asked to ensure effective procedures are in place for the appraisal of staff members. The provider has established the nursery's own staff appraisal forms and these are currently being updated for all staff employed, to ensure their continued performance meets the needs of the children.

At the last education inspection the provider was asked to provide more opportunities for children to develop a greater awareness of the many effects of exercise on their bodies; to provide parents with information on the Foundation Stage for children's learning as well as on Montessori methods so that they can fully understand how their children are to develop through the curriculum and how they can help; to continue to expand the developmental records by recording parental contributions about their child to complete the picture of each child's stage of development. Identify the children's next steps for learning in the records and use them in planning for individual children so that the staff's memory is not all there is to rely on when challenging all children to meet their full potential.

Children have daily opportunities to exercise during indoor play and outdoor activities. They learn to warm up before taking part in dancing, they move their bodies to music and they work with partners to learn country dancing steps. Children have a wide variety of indoor and outdoor

physical play apparatus and they are continually practising physical skills when using the Montessori equipment to enhance their abilities.

Parents have information about the Foundation Stage curriculum displayed and daily clear information is also displayed about the themes and topics and the activities on offer for the week. This enable parents to understand and make links with children's learning at home. Parents contribute initially to the development profiles for children, although this is not continued throughout children's time at the nursery. The individual development profiles do show clear targets for learning and staff use this method well to ensure that children achieve and move forward in their learning.

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 that parents are informed about the child protection policy and the nursery's duty to respond to any concerns
- develop a tracking record to show all clearance for new staff

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 show children's progress in the development profiles through directly recorded observations as evidence to support the highlighted achievements
- develop systems which provide parents with opportunities to see and contribute to their children's development records

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