

# Ladybird Montessori Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	113383
<b>Inspection date</b>	20 November 2007
<b>Inspector</b>	Heidi Wilton
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<b>Registered person</b>	Ladybird Montessori Nursery School Limited
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Ladybird Montessori started in 2001. It operates in the village hall in Bosham, West Sussex and serves the surrounding area.

The setting care for children from two years to under eight years. There are currently 26 children on roll. This includes 11 funded three and four year olds at present. Children attend for a variety of sessions. The nursery are able to provide support for children with learning difficulties and/or disabilities and for those who have English as an additional language.

The nursery have access to a large community outdoor area to the rear of the property. The registration includes a holiday play scheme which operates for a few days each year to enable older siblings to attend.

The nursery school operates from 9:00-15:00 on week days during term time only.

Five part-time staff and the manager work with the children. Three have Montessori qualifications and all staff attend regular training. The nursery school offers Montessori teaching

and curriculum and includes French and music. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff ensure all parents are well informed about the sickness policy as this is detailed clearly within the parents prospectus. In addition, staff have given parents detailed information about infectious illnesses and timescales for incubation periods should their child contract a communicable infection. The setting have a well stocked first aid kit and this is checked and replenished as necessary. Children wash their hands after going to the toilet with soap and water in the wash basins within the toilet area. This ensures cross infection is prevented. They do wash their hands within the main room after messy play and before snack. This water is changed regularly by staff but on occasions the water is used for both activities at the same time. This does not ensure children's hands are fully clean.

Parents provide children's lunches and staff talk to the children about the healthy foods within their lunchboxes. Mealtimes are a social time for the children when they chat and laugh together. The staff have gained information both verbally and written about children's allergies and dietary requirements to ensure they are well informed. Children have many opportunities to engage with physical activity. They have fun within the outside area as they climb the rungs of the ladder and stomp across the wobbly bridge. Children enjoy theme days such as 'bring a bike' day when they have fun riding their scooters and tricycles around the hall and outside area. They become animated as they join in with music and movement, bending and moving their bodies to the familiar actions.

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

The provision is good.

Children are safe and protected within the environment. All doors are kept secured when not in use and the setting have robust procedures in place to ensure children are only collected by their designated person. The setting have gained required written parental permissions for the children which ensures parents are well informed and children are kept safe.

The staff team conduct informal risk assessments daily of both the inside and outside environments. Formal risk assessments are conducted annually or when appropriate during the year. This ensures all hazards are identified and minimised. The setting have a fire evacuation procedure in place and practise this with the children regularly. This ensures children have a good knowledge about what to do in the event of a fire.

The manager and staff team all have a good understanding of child protection procedures and how to safeguard the welfare of the children. They know where to make referrals and how to record signs and symptoms of abuse or neglect. They have the Local Safeguarding Children Board's literature but the current policy which is shared with parents has not been updated to reflect the current Local Safeguarding Children Board's legislation. This does not ensure parents are fully aware of the current legislation for safeguarding children.

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

The provision is outstanding.

Children enter the nursery extremely happily and separate from the main carer very easily. They choose toys and resources independently from the low level shelving and storage. Those who become upset are nurtured and reassured by extremely sensitive and caring staff. Staff know the children very well and distract children into favourite activities to help them feel happy again. There is a happy 'buzz' and children chatter enthusiastically as they become involved with the extensive range of age and stage appropriate activities. Staff have organised the environment very well and have created a balance of structured adult led and child initiated activities.

Children of all ages mix freely and benefit hugely from observing each other. They learn new skills from their peer group and demonstrate great caring towards each other. Children learn to distinguish between right and wrong as staff all use very consistent behaviour methods and act as excellent role models. The nursery strive to make the initial time for children at nursery happy and smooth. They facilitate a high level of understanding of the child's starting points, individual needs and home circumstances.

The quality of teaching and learning for children in receipt of funded nursery education is outstanding. Staff work highly effectively together as a staff team to ensure children are offered an extensive range of purposeful experiences. The staff team offer high levels of professional expertise to care for and facilitate children's learning with both the Montessori method and other teaching techniques. They illustrate their expert practice when interacting with the children and demonstrate their enthusiasm as they plan inspiring and stimulating activities linked to the Foundation Stage. The staff team incorporate all areas of learning as they plan to ensure all children gain optimal experiences from these activities. They demonstrate high quality practice as they extend and consolidate children's learning.

Children have many opportunities to develop their skills within the environment. They have immense fun as they bath and dry baby dolls with the small bath tub, towels and bubbles. Children thoroughly enjoy washing clothes and become very concentrated as they peg the clothes on the washing line to dry. Staff have created many fantastic picture cards of people demonstrating different expressions. They talk to the children about the images to help children to understand both other people's and their own feelings. Staff use very skilful teaching methods to enable children the space and time to communicate and develop their language skills. Children love looking at the different pictures in the large picture book and the member of staff uses very skilled open ended questions to encourage children to communicate about what they see. They have an extensive range of opportunities to make marks such as painting with brushes and water, making marks in the sand, and using chalks and chalk boards.

Children gain confidence in using numbers through both planned and incidental activities. They use everyday objects as concrete, visual aids in supporting their learning of number. For example, children count the paintbrushes back into the pot and are encouraged to count how many children are ready to go back inside. They gain a great understanding of size and dimension as they explore a variety of mathematical resources such as the pink tower. Older children identify the largest and smallest pink cubes and become very excited as they successfully build the tower. Children have opportunities to use an extensive range of materials and resources to explore and investigate using their senses. Children gain great amounts of learning from an extensive range of first hand experiences such as nature walks to collect natural objects. They immensely enjoy outings to local farms and zoos where they see a range of animals and foster

high levels of understanding about them. Children have wonderful fun as they bring a range of flowers from home and make their own flower arrangements. The staff skilfully extend the children's learning by talking to them about the colours and names of the flowers.

Children have an exceptional range of materials and resources to create and experiment with. They have a very good balance of structured and child initiated arts and crafts to explore. Children become very concentrated as they find their own scissors and happily cut pictures from magazines to stick onto their pictures. They are very proud of their work and excitedly call to the practitioner to inform them of the pictures they have cut out and stuck onto their page. Children enthusiastically participate with familiar rhymes and songs and younger children are encouraged and supported by their older peers. They become exceptionally inspired by the regularly rotated role-play resources and thoroughly enjoy playing with both bought role-play and natural everyday objects.

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

The provision is outstanding.

The staff team all have an excellent understanding of promoting equal opportunities and diversity within society. Children are extremely valued and respected as individuals and different cultural backgrounds are highly acknowledged and celebrated within the setting. They gain a very good understanding of positive gender roles within society as they are visited by fire fighters, doctors, nurses, police officers and dentists. Staff have displayed wonderful pictures and photographs of children and families from other cultures. Many children look at these images and chat together about what they see. The setting celebrate many festivals with the children and children have opportunities to explore an extensive range of cultural media, artefacts, materials and foods.

Children's needs are extremely well met as the staff all have an excellent understanding of their individual needs. The setting offers an excellent provision where all children matter. Staff nurture children and gain a very good understanding about their own individual needs and personal circumstances. Children with learning difficulties and/or disabilities are greatly supported because the staff team work very effectively with both parents/carers and outside agencies. Children benefit from this hugely as strategies and action plans are implemented and consistency is achieved within their everyday lives. The nursery significantly enhance the experiences of all children as they adapt the environment, activities and routine to meet their needs.

Children demonstrate high levels of understanding of what is expected of them as staff use very consistent behaviour strategies and methods. The staff team adopt a very positive approach and highly effectively support children in gently reminding them about sharing and taking turns. They have created excellent visual aids which are used to support children in their understanding of behaviour. The setting have extremely good links with parents/carers and behaviour strategies are discussed to ensure consistency is achieved between the home environment and the nursery. Children's spiritual, moral, social and cultural development is fostered.

Children benefit immensely from the strong relationships between their parents/carers and the staff. Parents/carers are very happy with the provision provided for their children. They state 'my child is nurtured and the staff are wonderful' and inform the childcare inspector about their fantastic experiences as parents at the nursery. They feel the staff team are all 'very approachable' and state they 'know their children are very safe and cared for appropriately'.

Parents can approach the staff at anytime who provide them with extremely detailed feedback about their child. The nursery ensure parents are fully informed about events, topics, important dates and other information through very regular newsletters, parents notice board and verbal communications daily.

The partnership with parents and carers for children in receipt of funded nursery education is outstanding. Dedicated and skilled staff ensure parents are very well informed about their child's learning and their progress through the developmental milestones. The nursery have an extremely well planned and detailed parents evening at the beginning of the term to ensure parents are fully informed about the Foundation Stage and the Montessori method of teaching. At this time parents are shown their child's individual records and next steps in learning are effectively shared. This enables parents to consolidate and continue learning at home. The nursery provide the parents with a very comprehensive written information pack about the Montessori method of teaching and the Foundation Stage. In addition, the pack includes activities to do with children and what development is achieved from these activities. This allows parents to use this very detailed information to consolidate learning at home.

The parents have access to a wonderful book showing photographs of the children busy and engaged with activities. The nursery have completed written information next to the photographs detailing clearly what stepping stone and early learning goal is being achieved from the activity. This gives parents an excellent understanding of the stepping stones and early learning goals in practice. The nursery have very detailed parents surveys which are given to parents annually to allow them to make comments about the provision being provided for their children. This enables the nursery to review, amend and adapt their provision and their working practice accordingly to ensure children flourish with their individual learning.

The nursery have 'ask me about slips' which are completed by staff to ensure parents know what their children have been doing and can talk about the activities with their child at home. Children are able to take a library book home each week to share with their parents and this effectively includes parents with their child's learning. The nursery take many photographs of the children and create wonderful slide shows on a regular basis. The slide shows are shown on a laptop within the foyer area to enable parents to see the things their children have been doing when dropping off or collecting their child.

## **Organisation**

The organisation is good.

All staff are involved with the self evaluation process which ensures they are all evaluating and assessing the environment and their working practice. They are dedicated to the children and work hard to create a child centred environment where all children are included. The setting meets the needs of the range of children for whom they provide.

The setting have sufficient staff qualified in paediatric first aid and other staff have places booked on courses to gain this qualification. They record actual times of arrival and departure of the children, staff and visitors. This ensures children, staff and visitors are all accounted for in an emergency or fire. The setting have gained required information about the children from their parents and all documentation is filed securely to maintain confidentiality. The staff team all have a good understanding of the National Standards.

The manager conducts robust induction periods with the staff to ensure they are fully knowledgeable about the environment, routines, policies and safety measures. She has good

systems for recruiting new staff and completes all required checks to ensure staff are vetted and suitable to care for the children.

The leadership and management for children in receipt of funded nursery education are outstanding. The manager and deputy demonstrate highly effective management skills and work closely with the staff team. They are extremely involved with the planning process and play a dynamic role by monitoring and supporting staff both on a daily basis and during annual appraisals. It is during appraisals that achievements and concerns are discussed and training needs are rapidly identified. All external training is cascaded back to the whole staff team to ensure all staff are fully knowledgeable. The staff team all have an excellent understanding of all the children and are pro-active in seeking out training to meet the needs of all the children. The staff team are inspired by an inspirational manager who acts as an excellent role model, always seeking to improve the nursery provision and working practice.

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

At the last care inspection the nursery were asked to address two recommendations. They were asked to ensure the registration system shows clearly which children are in nursery and their times of arrival and departure. The nursery now have a robust registration system which clearly shows which children are in nursery and their actual times of arrival and departure. This ensures children are accounted for in a fire or emergency.

The nursery were asked to ensure a hand washing procedure is in place for all children before they eat. The nursery have developed a system to ensure children wash their hands before they eat and they ensure the water in the bowl is changed regularly. However, although the water is changed, the same bowl, on some occasions, is used for washing hands both after messy play and before having meals. This does not ensure children's hands are fully clean.

At the last education inspection the nursery were asked to address one recommendation for education. They were asked to further develop the assessments system to ensure that the next steps in children's learning continue to be identified. The nursery have developed the assessment systems and ensure children's next steps in learning are identified. These are shared with parents to ensure they are fully knowledgeable and learning can be consolidated at home.

### **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 outstanding.

## 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):

- further develop hand washing procedures after creative activities and prior to snack times
- further develop the child protection policy in line with the Local Safeguarding Children Board's guidelines.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)