

# Braywood Montessori School

Inspection report for early years provision

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<b>Unique Reference Number</b>	108465
<b>Inspection date</b>	13 March 2008
<b>Inspector</b>	Tracy Bartholomew
<b>Setting Address</b>	Braywood Memorial Hall, Fifield Road, Fifield, Maidenhead, Berkshire, SL6 2NX
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<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?

Braywood Montessori School is privately owned and opened in 1998. It operates from Braywood Memorial Hall, Fifield with easy access to Maidenhead and Windsor.

There are currently 30 children from two to five years on roll. This includes 21 funded three and four year olds. Children attend for a variety of sessions. At the time of inspection there were no children with learning difficulties and/or disabilities. The group supports children with English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:30 Monday, Wednesday and Friday and 09:00 until 15:15 Tuesday and Thursday.

A total of four staff members work with the children and have appropriate qualifications in childcare. Of these, two are fully trained Montessori teachers. The group promotes the Montessori method of teaching.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children use a well maintained and clean environment, to play and learn within. Suitable and well implemented procedures are in place, which staff use to ensure children's health is maintained. For example the staff wear disposable gloves when changing children and dealing with accidents. This thoroughly maintains the good levels of hygiene to prevent the spread of infection. Children are learning the essential grounds for keeping themselves healthy. Staff gently remind them to cover their mouths when coughing and to use a tissue, away from the dinning table, when others are eating. During this time the staff give clear explanations about the likelihood of spreading germs. All children receive appropriate care if unwell as all staff have appropriate first aid training.

Children learn about healthy eating, through detailed planned activities such as eating healthy. Children's individual dietary needs are met extremely well. With use of an effective system, this highlights allergies or foods which cannot be eaten for a variety of reasons. This allows for staff to provide suitable fresh fruits at snack times; however the advance preparing of this requires attention, to ensure the fruits look appetizing, and children's independence is encouraged. Children drink according to their needs, and they can all access purified water throughout the session if required. This in addition to the children putting their coats and indoor shoes on assists in the development of the children's self help skills.

All children take daily exercise. They develop their physical skills effectively. The younger children enjoy using suitable equipment, such as scooters and the bikes, whilst the older ones gain a variety of skills, through obstacles and make believe games. Children develop their sense of space well, both indoors and outside. Within the setting the children, enjoy a good selection of indoor sports such as, balancing on beams, playing with hoops, and music and dance sessions.

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

The provision is outstanding.

The premises are warm, welcoming and charmingly laid out, in a typical Montessori style, which ensures children have an environment to play freely and safely in. They have ample space to occupy and develop their own personal play, with furniture and equipment effectively and positively supporting free flow of activities. Children use a tremendous range of high quality equipment which is tailored to their age and stage of development, and meets their individual needs. The staff assist this by ensuring effective organisation of the environment to ensure the children can confidently access chosen activities.

Staff minimise the risks of accidental injury to the children through daily risk assessments and safety checks, by ensuring that the entrance door is securely closed, and that perimeter around the setting is secure, especially whilst they are using the outside play area. This ensures the children's safety is excellently maintained and possible risks are absolutely minimised throughout.

Children benefit from the excellent awareness that the staff have in regards to the signs of child abuse. There are effective policies and procedures in place and the staff are coherent with the routes for referral that are required to protect children in their care.

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

The provision is outstanding.

Children thoroughly enjoy their time in this nursery; they clearly thrive at the setting and have fun as they learn through the effectiveness of their successful play. They experience a dynamic and extraordinarily amount of interesting and first-hand activities that support all areas of their development extremely well. For example when establishing if objects float or sink in a cup of water. Relationships between children and staff are excellent; they genuinely enjoy each others' company. This contributes to the children becoming confident, settled and independent learners. Children respond well to the routine changes in the session, they follow clear guidelines and are aware of the expectations; such as, tidying away their chosen activity. Staff are exceptional at knowing and understanding where each child is in relation to their development, which positively promotes the children's all round learning. This as a result, promotes and ensures that all children are making a excellent progression throughout their development milestones.

### **Nursery Education**

The quality of the teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage. The staff have a sound knowledge of the Foundation Stage and are proactive in providing a suitable learning environment, which is extremely well resourced. The planning is closely monitored and is effective in ensuring most aspects are covered. It covers most of the six areas of learning to enable the children develop effectively. However, the group does not utilise the outside area effectively within their play which results in not all activities being tailored to the children's individual needs.

Children respond to new activities and challenge with enthusiasm at all times, such as learning how to tie and untie a bow. They increase their thinking skills with practical first-hand experiences to explore and investigate, such as; using the pipette to place the correct amount of fluids onto circles. The children interact fully with adults and peers with confidence, speaking clearly and listen well. They listen engrossed to excellently read stories, discussion and news time and at singing. These group times capture the children's attention, and excitedly they join in and discuss the familiarities at home, such as the news of a new t-shirt and Mummy and Daddy coming home that day. The children have a wide range of art and craft materials available for them to self select; this includes collage, for making Easter pictures, paints for free painting, and pens, to allow the children to practise their writing. Some children have mastered hand control and develop their handwriting skills, exceptionally well, this was evident as the children obtain other children's labelled names and correctly copy these.

Children are making a rapid progress through the stepping stones onto the early learning goals; as teaching and learning is inspiring and effectively balanced, to provide the children with a broad range of stimulating activities. Staff develop and use varied teaching methods to engage the children's interests and develop their progress, which enables them to provide activities and experience for all children, whilst meeting their individual needs very well. Staff use good consolidation techniques through repetition, questions and revisiting topics and activities to support the children's learning. For example, singing the days of the week song at registration time. Assessments of the children are rigorous. Staff have a good system in place to enable them to track the children's progress during the sessions which in turn assists them to guide the planning effectively. This ensures that the children's learning and development is well maintained to ensure all children are achieving to their maximum potential.

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

The provision is good.

Children are valued and fully respected as individuals, the staff take pride to ensure they know them and their families well. This is through detailed discussions on a daily basis with the staff and parents. All children have equal access to activities, which they confidentially self select for themselves, and staff promote inclusion very well. Staff recognise and completely understand that some children have additional needs, they understand the setting's procedures to be followed, if required. Children use a wide range of resources that promote diversity in a positive way, therefore gaining a sound understanding of the wider world, through activities and planned festivals.

Children behave exceptionally well, they are happy and fully integrated in all activities. They follow simple instructions and are aware of the rules and routine within the group, such as putting away activities once they have completed them. Staff positively reinforce children to follow these guidelines through reminders. Staff communicate well with parents on a daily basis, they share information about the children at the beginning and end of the session to ensure continuity is well maintained. Parents' meetings are held and the setting operates an open door policy for all parents to discuss their children's achievements and concerns. Parents are very compassionate about the setting and staff and extend their praise throughout, with comments such as, the setting is exceptional, offers high level of care, and the staff are dedicated to every child's development. Children's spiritual, moral, social and cultural development is fostered well within the setting.

The partnership with parents and carers is good. Parents receive good detailed information about the educational programme. They are well informed about their child's progress and achievements, with ongoing encouragement used to involve parents in their child's learning. Parents are encouraged to assist in their children's learning, and recently attended an open morning, where they joined their children in a session for their children to demonstrate what they do. Additional information for parents is available through use of the detailed newsletter and comprehensive parental notice boards. This maximises the continuity of care for the children, parents and ensures that everyone works well together to promote the care and learning for the children.

## **Organisation**

The organisation is good.

Children's care and learning is remarkably maintained by the high-quality organisation and leadership and management of the nursery. Children flourish whilst at the setting due to the commitment and good ratios of staff to children. This as a result, ensures that the children receive an enhanced level of support and consideration whilst at the setting. All legally required documentation which contributes to children's health, safety and well being is in place. The staff work to high standards and are secure in their knowledge and understanding of the curriculum provided. This includes the Foundation Stage guidance and Birth to three matters framework.

Leadership and management is good. The manager and staff team working with the Foundation Stage children are committed and thrive to make the most of the children's development. Effective systems are in place to monitor and evaluate the provision, to meet the needs of all the children. The manager has a clear vision for the future. She is passionate in her role, very

enthusiastic she effectively promotes herself as a good role model for all the children. This as a result, means the setting meets the needs of the range of children for whom it provides.

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

As a result of the previous inspection, three recommendations were made in relation to the care. This was to ensure observations are made in relation to the Fire safety officer's recommendations, ensure parents have access to information regarding their children and ensure details are maintained on children who arrive or leave significantly late or early. These have been fully addressed and suitable procedures have been put into place to support the children's welfare and health.

The nursery education highlighted two recommendations to improve the good practice. This was to develop strategies to increase children's opportunities to count in everyday situations and to ensure parents are aware of systems in place to access information regarding their children. The setting has fully developed the information available for parents, and parents are aware of how they can obtain further information regarding their children. In addition the staff have developed their routine to include aspects of everyday maths skills, these include using mathematical programmes, and science exploration.

### **Complaints since the last inspection**

Since 1 April 2004 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):

- increase opportunities for children's independence in relation to meal times, and ensure that fruit is provided when required to ensure this is appetizing

#### **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):

- Further develop planning to allow for free flow opportunities for outside play

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)