

# Shamley Green Montessori Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348113
<b>Inspection date</b>	18 June 2008
<b>Inspector</b>	Anne Nicholson
<b>Setting Address</b>	Christchurch Hall, Church Hill, Shamley Green, GUILDFORD, GU5 0RS
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<b>Registered person</b>	Shirley Ann Aldworth
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Shamley Green Montessori Pre-School opened in 2007. It operates from the church room within Christchurch Hall, Shamley Green, near Guildford, Surrey. The nursery serves the local area and surrounding villages. Children attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties and disabilities and supports children who speak English as an additional language (EAL). The group opens five days a week during school term times. Sessions are from 9.15 until 12.15, with an optional lunch session on Tuesdays and Thursdays until 13.10. There are 29 children on roll and of these 17 children are in receipt of nursery funding. Currently no children attending are on individual educational plans.

The nursery is registered to accept Montessori Centre International student teachers and also receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop a good understanding of a healthy lifestyle at the setting. They enjoy every opportunity to play outside in the fresh air using a variety of play resources and running around together. Staff ensure children dress appropriately for the weather conditions by wearing sun hats in the sunshine and Wellington boots and coats when walking in the rain. When indoors they move confidently and freely between activities.

Staff maintain a clean environment for children and follow a comprehensive cleaning rota covering both resources and premises. There are appropriate policies and procedures in place ensuring that children are protected from illness and infection. Children demonstrate a sound understanding of good hygiene practice as they wash their hands after messy play, after using the toilet and before and after eating. Staff provide gentle reminders to children to wash their hands in either the bowls of water available or the nearby sinks in the toilet area. All full time staff hold current paediatric first aid certificates and children receive appropriate care if they have any accidents. Medication and accident records are signed by staff and most of the time promptly acknowledged by parents.

Children's individual dietary needs are clearly recorded on the registration forms to ensure these requirements are met. There is a snack bar system in place allowing children to choose when they want to consume their fruit and water, allowing them to finish their current activity. They enjoy a selection of fruits including plums, apples, bananas and raisins. They receive guidance on how many pieces to take from a poster showing pictures of the fruits available and a number denoting the ideal number to take, to allow all to have some. They can freely access water at any time throughout the session and independently pour it for themselves.

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

The provision is satisfactory.

On arrival children find a fully prepared room of activities. They confidently enter and settle quickly into the familiar surroundings of the setting. Newly attending children receive additional comfort and support from staff and with this interaction they quickly settle after their parents depart. Staff greet both children and parents warmly and the children eagerly explore the resources on offer. A mobile coat rack enables children to be self-sufficient in hanging their bags and coats up and name labels assist them in finding their designated peg. Children move purposefully and safely between the activities and confidently choose the activities from low level surfaces. They play in secure indoor and outdoor environments under full supervision of staff.

Children's safety is less protected at times, for example, when an adult other than the parent collects them, this is not always confirmed with staff when the parents drop their children. Also, children attending aged over five years are currently not covered on the registration certificate and this has implications for the setting and their insurance.

Comprehensive child protection policy and procedures ensure children's welfare is safeguarded and all staff attend basic child protection training as a minimum. Staff carry out daily risk assessments of the premises and maintain appropriate records. Parents are made fully aware of the setting's obligations if they have concern for a child's welfare.

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

The provision is good.

Children are keen and eager to enter and attend the nursery. Staff greet them by name, make them welcome and mark them off against the register. On arrival the children find the room fully set out with a wide range of Montessori based resources and general activities accessible to them. Children enjoy a good range of appropriately aged resources and can freely access these off low level surfaces. The high staffing ratio allows for free flow between inside to outside play (weather permitting). Effective long and short term planning ensures that children receive a good balance of activities during the academic year.

Children fully engross themselves whilst playing with the resources on offer, including relaxing with a book and being creative with the paints, glue and sticking materials. They confidently develop their own play ideas, including developing their own impromptu role play situations like putting on shows for each other and staff. Staff fully support these impromptu sessions and enable the children to develop them to the fullest by providing additional props, support and being an active audience. For example, they enjoyed the theme of dinosaurs and the book 'Harry and the Dinosaurs' and this enjoyment had a big impact on the children. For example, some children make invitations to see their 'Harry and the Dinosaur play' outside. The children create the invites, ask adults and children to come and then whilst outside paint the scenery on the wall with water. They then present their play and revel in the applause they receive afterwards.

Younger and newer children enter the nursery well and even those that are less confident leaving their parents soon settle into the session and activities available, fully supported by staff. The nursery has a warm and friendly atmosphere and children enjoy good relationships with the staff. Staff are aware of the Birth to three matters and Foundation Stage frameworks and link these into their planning alongside the soon to be implemented Early Years Foundation Stage (EYFS).

### **Nursery Education**

The quality of teaching and learning is good. Children develop very good self-esteem as they receive praise and encouragement from staff throughout the sessions. They are polite and well-behaved during the session and show kindness and consideration to others in the nursery. Staff recognise children's achievements and give plenty of appropriate verbal praise and encouragement. Children show a sense of excitement and pride in their work, showing staff and passing comments, such as, 'I did this myself' and 'Did you see that? I washed the motorbike myself'. They ask staff questions and staff confidently respond and expand on these to further their knowledge. They play well by themselves as well as together. They are happy doing pouring between jugs on their own as well as when developing impromptu imaginative play with a group of other children. During welcome sessions they wait patiently to respond to their name or participate in saying the day, date or month.

Their communication, language and literacy skills are developing along appropriate developmental lines and they are completing mark-making to develop their pre-writing skills. They demonstrate an awareness that print carries meaning and clearly display this when creating invitations to see the 'Harry and the Dinosaurs' play. Older children can write their names and all children are beginning to recognise and link sounds to letters. Children enjoy listening to stories both in groups and as individuals. They undertake daily activities that develop their problem solving, reasoning and numeracy skills. Children demonstrate an awareness of numbers

and older children are confident with numbers up to 20. Children develop a good understanding of the wider world they live in whilst participating in planned themes and impromptu activities. They enjoy observing different vehicles going past the outside area and watching a digger and tree feller at work, asking questions about what they see and what is happening. They celebrate different festivals and enjoy learning about Chinese New Year, saying this in Chinese, as well exploring all about Diwali. They participate in treasure hunts, explore the outside area on frosty days and measure rainfall in a variety of different containers during rainy days. They participate in small group activities that promote their awareness of different animals and explore the different changes that animals may go through. For example, what happens to a caterpillar to make it into a butterfly and why and how snakes shed their skins.

Their understanding of time is reinforced each time someone has a birthday, as the nursery gets children to walk a globe around a sun for each year of their life. Children bring in pictures and memorabilia of their life, from birth to this birthday to share with the other children. They show delight at their own and others achievements. They develop and display good hand-eye coordination and skill whilst using a range of Montessori practical life skill equipment. They have regular opportunities to undertake creative activities from painting inside at an easel, painting outside with rollers and water and creating collages with paper shapes, glue and scissors. The current range and variety of additional materials available to children is limited. They use their imagination well making their collages and pictures and proudly show these to staff. Currently there are limited opportunities available for children to display these around the setting. There are also currently, limited displays of posters and pictures providing visual stimulation and supporting topics, themes and the wider world in the nursery.

Staff effectively use a range of teaching methods to develop children's learning and skills. They display a good knowledge of the Foundation Stage and have effectively incorporated this with the new EYFS to ensure that they can provide a continuous programme of activities for children both now and when it is implemented in September 2008. They know the children well and are sensitive to their individual needs. They demonstrate an understanding of the need to support children's learning by, leading activities, providing additional resources and by standing back to allow children independence in their learning and opportunities to freely expand their play. The planning allows a range of activities and opportunities to be provided to ensure that all areas of learning are covered to support children's progression. Each staff member has key children they observe and assess, although all staff carry out observations on all children to ensure no area of learning or achievement is potentially missed. Staff record children's progress in their profiles and these are shared with parents.

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

The provision is good.

There are comprehensive Equal Opportunity and Special Needs policies in place to ensure that all children's needs are fully met and for the setting to promote inclusive practice. Children are all treated with equal concern by staff and all have equal access to all activities. They demonstrate a sense of responsibility as they assist with tidying away resources at the end of play. They show consideration for others as they carefully return resources to the shelves, ready for the next child to use. They are happy and relaxed within the setting and demonstrate excellent relationships with the staff and each other. They gain an awareness of different cultures and diversity within society through planned topics and themes, such as Chinese New Year, Diwali and aspects of the natural world around them. They receive good support, meeting their individual needs and staff appropriately foster children's spiritual, moral, social and cultural development.

Children behave excellently during sessions and amicably share resources and create impromptu games and plays together. They happily chat and physically interact as they play together. Staff act as positive role models with regard to behaviour and manners. They calmly remind children to walk indoors, ask open ended questions and always say 'please' and 'thank you'. Children respond well to staff and demonstrate excellent manners as they politely ask for assistance with more water to paint the walls outside or for assistance with pouring activities or puzzles.

The nursery's partnership with parents and carers is good. Parents state that they are very happy with the setting and the information provided about their children. They have access to children's records and receive daily feedback from staff when collecting them. Parents' views are sought on parental questionnaires and within the regular newsletters and the setting uses this to develop their practice. Within the policies is the complaints procedure to ensure parents are aware of how to raise any concerns. The settings registration certificate, insurance and parents' poster are all on display by the hall entrance.

### **Organisation**

The organisation is satisfactory.

The comprehensive operational file includes all the relevant policies and procedures to ensure that the setting promotes children's health, safety, enjoyment and achievements. Sessions are flexibly organised to meet children's daily needs and make the most of any impromptu sessions the weather provides. Children receive very good levels of support from the staff and fully engage in the activities and learning opportunities presented. Children are well supervised by vetted staff and all visitors to the setting are recorded.

Documentation to support practice is well maintained and supports the current legislation, as well as the new Early Years Foundation Stage being implemented on September 1st 2008. Staff work well as a cohesive team and all are aware of their roles and responsibilities. They display a strong commitment to their continued professional development and regularly attend additional training sessions. They are enthusiastic and committed to providing positive learning experiences for all children and provide additional resources and support to children developing their own play.

Currently the nursery is in breach of their registration certificate conditions as a child attending is five years of age and their certificate covers them for children under five years. The nursery management is aware of this and is addressing this by varying their certificate conditions, to meet the need within the community to provide care for children of this age.

The leadership and management of nursery education is good. Children are making good progress towards the early learning goals, as staff know them well and use this knowledge to extend or decrease the level of difficulty of activities for children. The nursery setting meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since registration 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 satisfactory. 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):

- improve awareness of the registration certificate conditions and ensure that these are met at all times
- ensure that parents notify the setting in advance of any other adult their children may go home with.

#### **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):

- increase visual stimulation in the room through displaying children's work and displays of posters and pictures supporting current topics, themes and the wider world
- increase the range and variation of materials available to children to use within their creative work.

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)