

Burgh Wood Montessori Nursery School

Inspection report for early years provision

Unique Reference Number	EY358875
Inspection date	02 July 2008
Inspector	Ann Moss
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Type of inspection	Integrated
Type of care	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.

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?

Burgh Wood Montessori Nursery School opened originally in 1990 with the current owner taking over in 2007. It operates from the hall of St Ann's Church, Banstead. A maximum of 26 children may attend the nursery at any one time. It is open Tuesday, Wednesday, Thursday and Friday from 09:00 to 12:00 and 12:30 to 15:30 for 38 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 34 children from two to under five years on roll. Of these, 25 children receive funding for nursery education. Children come from a wide geographical area. The nursery makes provision for children with special learning difficulties and/or learning disabilities and also those who speak English as an additional language. The nursery employs six members of staff. Of these, including the manager, four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. Clearly written policies, procedures and documentation are in place to support children's continuing good health. Most children have learned to manage their own personal needs by going to the toilet and washing their hand independently. However, staff do not fully ensure children's privacy whilst visiting the toilet and hand drying procedures do not sufficiently minimise cross infection. This impacts on children continuing good health.

Mealtimes are social occasions when children and staff sit together, are relaxed, happy and relate well to each other. Although parents provide all snacks and meals staff has a sound understanding children's individual dietary requirements. Children learn about healthy eating as staff talk to them about making healthy choices and plan activities such as preparing fruit salad. Children take note of the changes that occurred in their body, for example, after physical play they confidently help themselves to refreshments. This ensures children remain hydrated.

Children enjoy regular fresh air and energetic play. They have daily opportunities to make good progress in their physical skills through a range of activities planned to encourage skills in running, jumping and climbing equipment. They push and pull wheeled toys and ride tricycles forwards and backwards. Children show a good awareness of space as they carefully negotiate around obstacles. Currently the lack of shade restricts play on hot days. Children develop good hand eye coordination and fine motor skills through cutting, sticking, modelling and cooking.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff create a welcoming environment for children and parent/carers with children's art work, photographs and information boards displayed for their enjoyment, creating a sense of belonging. Staff organise space indoors and outdoors, very well enabling children scope for free movement. They use a wide range of toys and resources that are of good quality and safe. These support enjoyable activities that generally stimulate and challenge the children attending.

Children's risk of accidental injury is minimised in the well designed setting. There are good safety and security precautions in place, such as the double entry systems, and the grassed surface on the outdoor play area.

Necessary action to assess and reduce the risk from fire is taken. Fire fighting equipment and alarms are checked on a regular basis. Evacuation drills take place, however, the frequency is insufficient to ensure all children and staff are fully aware of procedures. Consideration is given to the requirements of learning difficulties and/or disabilities. Activities such as cutting and the carrying of chairs are carefully assessed for risk. This enables children to take responsibility for their use and to keep themselves and others safe.

Recruitment procedures to safeguard children have been undertaken and child protection forms part of staff induction. The designated staff have a clear understanding of their responsibilities and good communication between staff ensures any concerns are dealt with quickly and effectively. Policies and procedures, which are clearly written, keep parents well informed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled, they show excitement on arrival at nursery and are eager to begin in their play. They are greeted warmly by staff and separate well from their parents and carers. Most children know the routine; they hang up their coat and confidently self register, choosing their name card and placing it on the board. They show confidence as they join in the circle and sit and chat to their friends whilst patiently waiting the arrival of others.

Children benefit from close and supportive interaction from staff who plan and provide an interesting range of activities and experiences which encourage children's exploration, interest and development. Staff are calm and consistent, they support children's interests and involvement in all activities. For example, children are encouraged to select freely from the wide range of Montessori activities such as practical life. Children approach staff freely when they want help or assistance and use their name frequently. Staff offer suggestions when children need help and extend children's language well by good use of questioning and repetition.

The quality of teaching and learning is good. Staff plan and provide an interesting environment and good range of play experiences that encourage and stimulate their learning and development in all areas. They support children well in their learning, and are creative in presenting activities, such as imaginative play. Most areas of the curriculum are extended into the outdoor area. All staff have input into the weekly planning during staff meetings. Children's development is recorded and observations are used to focus future activities and although older children benefit from well organised small groups activities such as sequencing, which provide suitable challenge and extends their learning, staff do not sufficiently plan for children's next steps. Monitoring of teaching and learning is informal, but management is aware that this not undertaken rigorously enough to have a positive impact of children's achievements.

Children develop friendships and greet each other on arrival. They express themselves very well, use a good range of vocabulary as they play, which develops as they progress. Most children are attentive listeners and concentrate well while other activities take place around them. Children understand that word carries meaning and most children confidently write their name using well formed letters. They show interest in books and capably choose from the wide range available. They interpret their meaning very well.

Provision for mathematical development is broad and planned to encourage children to make good progress. Children use mathematical language spontaneously during activities. They begin to calculate and know that one more will make two. Children count beyond five accurately and some are beginning to understand higher numbers up to 20. Children talk about shape as they confidently use geometric equipment and are beginning to use relevant vocabulary, for example, long, short, thick and thin with good understanding.

Children learn about the world around them through carefully planned activities to ensure that this areas is appropriately developed. Children learn about other cultures from staff and talks given by visitors, such as 'The Iranian New Year', and capably play characters during role play sessions, with support of clothes, for example, they enact the story of Handa's Surprise. Children use information and communication technology (ICT), although learning could improve through the development of resources. Children explore colour as they mix paint together on paper and note how it changes. They pour and pat sand, developing good hand eye coordination as they

scoop it into containers. These activities support children's development across all areas of development.

Helping children make a positive contribution

The provision is good.

Staff know children well, and plan activities taking into account their individual needs, interests and preferences, which help them to feel secure and enjoy their time in the nursery. Children learn about the world they live in through access to a range of activities and resources that reflect diversity and by seeing positive images of all members of society and through imaginative play.

Positive and effective arrangements are in place to ensure children with learning difficulties and/or disabilities are well supported and participate fully in all nursery activities. Systems such as signing and use of picture cards are used to support children with speech and language difficulties. This positive approach fosters children's spiritual, moral, social and cultural development.

Children behave well, they are busy, interested and involved in their play. They know the nursery routine, for example recognising it is time to tidy away when the bell rings. Effective strategies such as turn taking in games, with equipment and role play, help children to understand the concept of sharing, considering each other and waiting for their turn. Children chatter freely, laugh and invite others into their play. This helps to build new and consolidate existing friendships.

Partnership with parents and carers is good. Parents receive comprehensive information about the nursery education curriculum. Parents know their child's key person very well and there are good systems in place to share information regarding children's progress and development, through daily discussions, regular parents' meetings and an end of term written report. Parents have good opportunity to be involved in their children's learning as staff invite them to share their skills with children. For example, and staff invite parents to talk about their culture and traditions. Staff seek parents feedback through an annual questionnaire and implement their ideas and suggestions, where possible.

Organisation

The organisation is good.

The procedures for the recruitment, vetting and induction of staff are effective. Annual appraisals identify areas for staff training and management supports ongoing opportunities for development. This ensures staff have relevant training, qualification and experiences to work with children. Staff organise space and resources so that children can access materials, make choices and use their initiative. Ratios are above requirements and staff deployment ensures children are well supervised and receive lots of one to one support. All required documentation is in place, well maintained and stored for confidentiality.

The Leadership and Management is good. The manager has clear aims and objectives. She is aware of the setting's strengths and weakness and identified some areas for development, such as planning, and is working hard to address these with the support of external professionals. Observations are routinely undertaken, and although staff know the children well, they are not used sufficiently to identify and plan the next steps in children's learning. The manager monitors the quality of teaching and learning informally, however, this is not undertaken rigorously

enough to have a positive impact on children's achievements. The setting meet the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

On 24 September 2007, concerns were raised about the quality and variety of activity offered to children, children being allowed to use glass water jugs and a toxic cleaning fluid to clean mirrors, the behaviour management techniques used by the new owner and the knowledge of the early years curriculum. These concerns related to National Standards 3: Care, learning and play, 5: Equipment, 6: Safety and 11: Behaviour. Ofsted conducted an unannounced visit to the premises on 28 September 2007. As a result of the visit, the following six actions were set:

National Standard 11

- * Develop all staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
- * Ensure any incidents of physical restraint are recorded in detail and parents are informed at the time of the incident.

National Standard 14

- * Ensure that all records relating to day care activities are readily accessible and available for inspection.
- * Ensure staff are familiar with and have access to the National Standards, latest regulations and guidance.

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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 children's privacy with particular reference to toileting
- ensure good hygiene practice at all times with regard to hand washing
- make provision for providing shade in the outside area, when necessary

- review the frequency for evacuation drills

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):

- introduce a more rigorous system to monitor the quality of teaching so that areas for improvement are identified and quickly addressed
- review procedure for planning and assessment to ensure the next steps in children's learning for all children is clearly identified and met.

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