

# Bournemouth Montessori Centre

Inspection report for early years provision

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**Unique reference number** EY369168  
**Inspection date** 18/11/2008  
**Inspector** Christine Coram

**Setting address** Bournemouth Montessori Centre, 81 Lansdowne Road,  
BOURNEMOUTH, BH1 1RP  
**Telephone number** 01202 780010  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Bournemouth Montessori Nursery opened in 1994 and re-registered due to changes to a limited company in 2008. The setting operates from five rooms in the nursery unit and separate unit for babies and toddlers. All of the areas used by children are on the ground floor and accessible to all. The garden has been recently developed and equipped and includes an outside classroom.

The premises are situated close to Bournemouth town centre. The setting is registered on the Early Years Register and the compulsory part of the Childcare register. A maximum of 58 children in the early years age range may attend at any one time and there are currently 100 on roll. The nursery opens five days per week for 48 weeks per year from 8:00 until 18:00.

The setting practices the Montessori method of education and is accredited by Montessori Education (UK) and Bournemouth Quality Standards. A number of children attend for whom English is an additional language, are gifted or have specific requirements.

The setting employs 23 staff that work directly with the children. Of these, 16 hold appropriate qualifications and five are currently training to obtain of further their qualifications.

## Overall effectiveness of the early years provision

Children enjoy the calm and happy environment where they are skilfully encouraged to learn and develop at their own pace. They are valued as individuals, and in turn, learn to value and care for one another. The managers and staff have a clear commitment to continual development and have effective systems in place to make sure that this happens.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- monitor the procedures for nappy changing to ensure that these are followed by all staff
- monitor the creative play to make sure that children always have the opportunity to create freely and have the support they require

## The leadership and management of the early years provision

Evaluation of the setting's practice involves methods such as observation, involvement in accreditation schemes and the completion of a self-evaluation form. This gives detailed information about the strengths of the setting and identifies areas for improvement. Managers assess and evaluate the knowledge of the staff

through training and questioning so that areas of weakness can be addressed.

Partnership with parents is effective, with a continual flow of information from parents to staff and staff to parents. The younger children have a book in which staff and parents record practical issues such as feeds and nappy changes as well as the activities they have enjoyed. Parents are very happy with the assessments and reports and are keen to attend the parent's evenings to discuss their progress with key staff members. Many also choose to attend talks about the methods of education offered to the children. Adults willingly work with other professionals to make sure that children's needs are met and that there is continuity in their care. There is limited liaison with other childcare settings attended by the children. The managers have identified this as an area for improvement.

Children are kept safe through secure and effective procedures. Staff are aware of these procedures and are very confident to note any injuries or concerns that they have. Very detailed risk assessments are completed and reviewed every six months. Service agreements with Health and Safety professionals also contribute to the children's safety as their expertise complements the understanding of the staff.

The adults promote children's health well, and children independently support their own hygiene routines. They blow their noses, using a mirror to see what they are doing, for example. However, staff do not always follow the effective hygiene procedures with regard to nappy changing so that children are not fully protected against cross-infection. Children's dietary needs are promoted well through nutritious snacks, and the setting is proactive in working with parents to ensure that lunches are healthy. Children benefit from access to a very well thought-out garden that includes many natural areas to explore and an outside classroom that provides an effective additional learning environment.

## **The quality and standards of the early years provision**

Children learn and develop effectively in the setting. Through purposeful play and independent exploration, they learn at their own pace under the careful supervision of skilled staff. There is a good balance of child-initiated and adult directed activities. Adults observe the children and make sure that there is sufficient structured and supported work to meet their individual learning needs. They learn to select, complete and return each activity and these are graded to provide challenges for children of all stages of development. As a result, children become inquisitive, confident and critical thinkers.

Children under two years are gently encouraged to begin this independent learning. For example, children choose from an inviting array of accessible equipment. When they have finished staff gently remind and assist them to put the equipment back in its place. Even at this young age, they learn the confidence to initiate activities with staff. A one year old selects a book, hands it to an adult and then sits in the book area, waiting for the adult to read the story.

The staff team base the planning of the setting entirely on the needs of the

individual child through comprehensive observation and assessments of their stages of development in the different areas of learning. The key staff members copy individual learning plans and made them available for all staff so that they can easily find out the next steps for that child as they support them in their work.

Children are independent and motivated. They clearly enjoy the challenges and opportunities to explore, experiment and learn. They negotiate together and work co-operatively with others. They show a great interest in stories and in the written word and are learning to link letters and sounds through the resources and the support of adults.

Children develop very good skills in reasoning and problem solving. Babies are patiently guided to find toys that have dropped out of sight to encourage them to reason. Older children work at resolving issues without need of support and persist until the solution is found. They develop their imagination through free use of resources and spontaneously engage in role-play. Their creativity is further developed through art and craft activities, although these are not always presented in the most effective way to fully extend children's imagination. Babies benefit from freedom to explore materials such as paint and use tools such as brushes and sponges to create and experiment. They develop physical skills, both large and intricate, through the range of activities.

Adults in the setting promote the children's welfare with care and understanding. They teach the children ways to keep themselves safe and to understand dangers. For example they allow children to stir the hot play-dough, explaining that the bowl is hot and making sure that they do not touch it. They also make healthy choices as they help themselves to nutritious snack items and wash up after use.

Children become fascinated in the world around them, in nature, as they use the outside area and in cultural diversity as they enjoy taking part in festivals from different cultures. The setting promotes and encourages their care for one another and an attitude of respect. A two year old insists on passing a spoon to another child for his yoghurt and older children look after those younger than themselves during outside play. They behave very well, responding to the consistent and quiet correction offered by the staff team.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.