

Gerrards Cross Montessori School

Inspection report for early years provision

Unique reference number	108065
Inspection date	10/03/2009
Inspector	Amanda Shedden
Setting address	Methodist Church Hall, Oak End Way, Gerrards Cross, Buckinghamshire, SL9 8BR
Telephone number	07768 180397
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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).

Description of the setting

Gerrards Cross Montessori School was first registered in 1999. It is a privately owned setting. The school operates from the Methodist Church Hall in Gerrards Cross. A maximum of 16 children may attend at any one time. The school is open from 09:30 until 12:30 on Mondays, Tuesdays, Thursdays and Fridays during school term times. A lunch club is offered as required and operates from 12:30 until 13:15.

The pre-school is registered for 16 children on the Early Years Register. There are currently 17 children aged from two years to under five years on roll. Of these, 12 are in receipt of funding for nursery education. The setting currently supports a number of children with English as an additional language.

The school employs three staff. Of these, all hold relevant qualifications.

Overall effectiveness of the early years provision

Children are offered a good standard of care and education. They participate in a range of interesting activities that support their all round development.

This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities. Staff have identified the next steps for each child to ensure that they are making good progress towards the early learning goals.

Good procedures and committed and experienced staff ensure that the children's learning, safety and welfare are fully promoted. There are systems in place to monitor the provision however; they have not yet been fully developed to give an accurate understanding of where improvements of practice would be beneficial for the children.

What steps need to be taken to improve provision further?

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

- enhance the day's routines to ensure there is a balance of adult-led and freely chosen or child-initiated activities, delivered through indoor and outdoor play
- further develop the self evaluation system to identify areas of practice that would further support the children's experiences and choices

The leadership and management of the early years provision

The staff are fully committed to the children and they work well as a team to promote the children's learning and care. The manager works closely with her two

team members to enhance the provision for the children. For instance they have recently opened up the access to the outside to ensure that children have fresh air each day. However improvements needed to the sessions, for instance to fully include the outdoors have not been clearly identified by management.

Parents are provided with good information about the pre-school, they are aware of the records kept on their children which they have free access to. Daily discussions take place about the child's welfare and education. They are kept informed about the planned experiences and challenges their children are enjoying through the notice board and newsletters.

Staff have a good awareness of the child protection procedures, they each have a paediatric first aid certificate and they undertake regular risk assessments all of which ensures that children's welfare is fully protected.

The quality and standards of the early years provision

The planning of activities is created by observing and recording children's development thus ensuring that each child's goals are clearly identified. All of the staff are aware of each child's activity plan ensuring that they are continually working with the children to support their development.

Children are learning through visual, hands-on apparatus and equipment. The pre-school provides learning experiences based upon the Montessori philosophy and equipment but also incorporate other learning methods. Staff's understanding of the individual children, the curriculum and the resources enables staff to focus on helping the children to increase their knowledge or skills at all times across all areas of learning.

Children are making good progress using methodical methods and resources which builds on their previous knowledge and support their further understanding in key areas such as problem solving, numeracy and language and literacy. Children start to learn the sounds and names of letters, and then they progress to being able to write and read them. Children's language is developed well through the interaction of the staff and the use of appropriate resources. The staff's understanding of their individual learning needs ensures that the interaction is worthwhile, encouraging children to think and contribute their own ideas and knowledge across all the areas of learning.

Children enjoy being creative and use their imagination as they mix paint colours together, turn the play dough into rockets and make up adventures with the dinosaurs. They have many activities that enhance their physical development from using pipettes to transfer water to mastering cutting skills to climbing up ladders on the slide.

Children enjoy their time at the pre-school; they are welcomed warmly and feel secure within the environment. Some of the session is child led, however certain routine activities interrupt the free-flow and therefore children are not able to make independent choices, for instance, when they wish to play outside or have

snack.

Children's behaviour is good, they know the rules of the pre-school, and they share and take turns and care for the environment, carefully replacing the resources when they have finished using them. The staff act as good role models saying please and thank you to each other and the children. Children are frequently praised promoting their self-esteem.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1

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

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 the last inspection

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.