

Sunshine Montessori Nursery

Inspection report for early years provision

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Inspector Samantha Hunt

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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

Sunshine Montessori Nursery opened in 2008 and is one of three privately owned nurseries. It operates from the Scout Hall in Wheeler End, Near High Wycombe in Buckinghamshire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery has use of the kitchen, three rooms and toilets. All children share access to an enclosed outdoor play area. Access to the nursery is via the front door, which has one step up into the building.

A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.45 for 51 weeks of the year. There are currently 30 children attending the nursery within the early years age group, who attend a variety of sessions, both full and part-time. The nursery currently supports a number of children with learning difficulties.

The nursery employs seven staff in total. All staff working with the children hold appropriate early years qualifications. The nursery follows the Montessori ethos.

Overall effectiveness of the early years provision

Children are very confident and happy. They are making good progress in their learning and clearly enjoy their time at nursery. Practitioners work well together to ensure outcomes for all children are effectively promoted. Children's well-being and development is at the centre of their practice and they form excellent partnerships with parents and others to ensure all individual needs are met. The setting has effective systems in place to monitor and evaluate their all round practice; they have a very positive approach to continuous improvement.

What steps need to be taken to improve provision further?

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

- review current use of the outdoor play area to ensure it is an enjoyable and stimulating experience for all children
- maintain the building at a temperature which ensures the comfort of all children and staff

The leadership and management of the early years provision

The nursery is effectively led and managed by a confident and qualified team of practitioners. The owner has a clear understanding of the setting's strengths and weaknesses, and works closely with staff to ensure the nursery runs smoothly. Security of the premises in good and robust recruitment procedures ensure all staff hold a current criminal records check. Practitioners work well together and demonstrate a good understanding of their roles and responsibilities within the

nursery, which ensures children are safeguarded. For example, they all carry out daily risk assessments of the building prior to children arriving and ensure all visitors to the setting sign in before accessing the play areas within the nursery. The systems for monitoring room temperatures within the nursery, however, are not effective, as they are not undertaken in all areas. Consequently some areas of the nursery, such as the room for three to five year olds and the toilets are cold.

Practitioners plan an effective and exciting curriculum for all the children that include access to outdoor play on a daily basis. However, organisation of the outdoor play space does not allow less mobile children the same opportunities to move around safely or have as much fun as the older children. Practitioners demonstrate a good understanding of the Early Years Foundation stage framework and use it effectively along side the Montessori principles. They collate information on children's starting points and regularly observe children to help inform future planning, and effectively support children in moving forward in their development.

Practitioners greet parents and carers in a professional and friendly manner. Good daily feedback, both verbal and/or written, depending on their child's age, is shared with parents. All parents and carers receive a weekly information sheet which contains details of the next week's curriculum, usually by hand or email. This helps to keep them up to date with children's experiences and supports continued learning at home. They are actively encouraged to get involved with the nursery, for example collecting items for the treasure basket and accompanying the children on outings to the nearby wood or a theatre production. They are encouraged to attend a termly meeting with their child's key person and the manager to discuss their children's progress and to help form next steps in learning for their child. These are then fed into the next term's planning by practitioners. Parents speak highly of the nursery and are happy with the care their children are receiving.

The quality and standards of the early years provision

Children play in a stimulating and well organised environment, which enables them to develop and flourish. They participate well in activities covering all areas of learning and make good progress. Children chat happily to one another and share experiences and events in their lives. Young children share cuddles with practitioners who are attentive to their needs and engage well with them at their level. Children confidently self-select toys and resources from the low level shelving around the rooms. They develop good physical skills. For example, younger children eagerly climb up the steps of the climbing frame and then sit down before squealing with delight as they whiz down the slide toward the practitioner. Children develop a clear understanding of early maths, such as size and shape. For example, knowing that they need a tall ladder to reach the ceiling and that the practitioner's head is too big to wear one of the three kings' crowns. They use their imaginations well as they act out their nativity play in the home corner/stable. They excitedly try on the costumes, such as sheep and angels and then go around trying to get others to join in. All children have daily opportunities to take part in messy activities, such as arts and craft, sand and water. Younger children have great fun mixing corn flour and water together and experiencing the texture as it runs through their fingers onto the tray. Older children freely paint

pictures at the easel and enjoy covering some boxes with papier-mâché as they make props for the nativity play. Children have opportunities throughout the day to reinforce learning, for example singing number songs and identifying their own names on the notice board. They clearly enjoy stories and freely access the good selection on offer in the book corner. Practitioners support children well and demonstrate a very good understanding of children's individual stages of development. They use very good questioning techniques and are continually reinforcing and revisiting activities and experiences with the children. This supports and extends children's learning.

Children develop a good understanding of health and hygiene practices through the regular routines of the day. Children know they need to put on their coats before going outside because it is cold, and freely access drinks when they are thirsty. Younger children sleep according to their individual needs, with practitioners ensuring sleeping children are regularly monitored and that cots are clear and bedding laundered. Simple explanation, such as not running in the setting and practising the fire evacuation drill, help children to develop a good awareness of their own safety. Practitioners are enthusiastic and show lots of warmth and kindness. They are good role models to the children and set clear boundaries about how to behave at nursery. Consequently children's behaviour is good. Children relate well towards one another, practitioners and visitors, and are building good relationships. They receive lots of wonderful praise and encouragement as they play, with practitioners using vocabulary such as 'wonderful', 'fantastic' and 'beautiful' or clapping to praise children's effort or work. This makes children feel well valued and builds good self-esteem. All children's individual needs are respected and valued and practitioners work effectively with other professionals to support children's well-being.

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?	1
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?	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

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

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action.

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.