

# Kings Castle Montessori Nursery School

Inspection report for early years provision

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**Unique reference number** EY380634  
**Inspection date** 02/10/2008  
**Inspector** Anne Mitchell / Amanda Shedden

**Setting address** Kings Castle Montessori, 31 Saxonbury Road,  
BOURNEMOUTH, BH6 5NB  
**Telephone number** 01202 422235  
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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**

Kings Castle Montessori Nursery School is a privately run nursery which initially opened in 1997. It has been reregistered following the amalgamation of the nursery and baby unit. It operates in a residential road in Tuckton, near Bournemouth. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery uses the Montessori method of education. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 107 children aged from three months to under eight years on roll. Of these, 37 children receive funding for early education.

The nursery is able to support children with learning difficulties and/or disabilities and for whom English is an additional language. The nursery employs 24 members of staff. Of these, 19 hold appropriate early years qualifications and five are working towards a qualification.

## **Overall effectiveness of the early years provision**

Children's individual interests and enthusiasms are known by staff through effective liaison with parents from the outset. This enables them to promote children's welfare and learning by following home routines and helping children learn effectively.

The Montessori ethos ensures that children become very independent at an early age in their learning and practical life skills. Children enjoy a secure environment where they can play happily and safely, although daily risk assessments are not always up to date.

Staff have a clear idea of where individual children are in their progress, however, new systems to plan, and record children's achievements have not been fully developed. Staff meet regularly to discuss and evaluate the provision in order to plan for future development of the nursery.

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

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

- ensure risk assessments are up to date and completed regularly
- further develop planning to ensure all six areas of learning are monitored effectively and ensure children's observations are up to date

## **The leadership and management of the early years provision**

There are secure systems in place to ensure all staff are checked and suitably qualified and experienced to work with children. Staff are well supported and encouraged to promote their personal and professional development through local training opportunities. Liaison with the local authority, regular meetings with teaching staff and room supervisors enables management to evaluate the setting's strengths and weaknesses.

The setting have been focussed on integrating the baby nursery with the Montessori nursery school to provide continuity of care and learning for all children. The building has been extended and modified to provide a more open plan space and an accessible outdoor area that benefits all children within the nursery. Management are reviewing current planning systems to resolve identified areas that need improvement.

Staff reviews are held every six weeks to ensure any points for development are promptly addressed. Annual staff appraisals recognise achievements and continue to identify training needs. The two managers and the registered persons operate an 'open door' policy to encourage staff to raise issues at any time. Management are currently in the process of reviewing and updating the comprehensive range of policies and procedures that reflect practice in the setting.

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

All children in the Early Years Foundation Stage are progressing well and have access to a positive learning environment. The resources and ethos of the nursery encourage the children to become independent in their learning and personal care. Children of all ages are confident in what they are doing and in asking for support where they need it. They are highly motivated and enjoy choosing activities and soon become absorbed in their task. Staff interact well with the children in a manner which is appropriate for their stage of development. For instance, babies and younger children enjoy lots of cuddles and individual support. New and younger children have close relationships with their key person, which helps them feel secure. As children progress through the nursery the support becomes less physical and more intellectual. Good interaction between staff and children provides a positive and caring atmosphere for the children.

Observations are made on the children regularly, however their individual records are not updated consistently. Staff share their knowledge of the children through regular meetings. Master sheets are made to encourage and expand on children's experiences and knowledge. Group lesson plans are available, however, these are not linked to the six areas of learning. The monthly feedback sheets from parents ensure that the nursery can extend the children's learning and experiences. For instance two children enjoy camping, so the nursery has created a campsite with a tent and sleeping bags, allowing all of the children to gain hands on experiences of camping.

Children enjoy the outdoor classroom. They have planted, grown and eaten a range of fruits and vegetables. They enjoy digging the garden looking for worms and other

creatures. Children enjoy the challenges of climbing on the fort, or working together to make the see-saw work. Child sized, low level equipment promotes children's independence. For example, a small washing unit in each area is used by children to wash their plates and cups after snack. Children enjoy open access to the outdoor area for most of the day and can choose from a good range of well maintained equipment.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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

## **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 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.

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