

# Kingfisher Montessori School

Inspection report for early years provision

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**Unique reference number** EY357152  
**Inspection date** 03/03/2009  
**Inspector** Jane Mount

**Setting address** Gaddesden Row Community Hall, Gaddesden Row, Hemel Hempstead, Herts, HP2 6JD

**Telephone number** 01582 849351

**Email**

**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

Kingfisher Montessori Nursery School was registered in July 2007. It is a privately owned nursery and operates from Gaddesden Row Community Hall, Gaddesden Row, near Hemel Hempstead, Hertfordshire. All areas of the premises are included in the registration and include two rooms used as the main play areas for children with associated facilities. A fully secure outside play area is also available. The setting operates term time only and morning, afternoon and all day sessions are available. The nursery is open from 09:00 to 15:00 on Mondays, Tuesdays and Thursdays. On Fridays the setting is open from 09:00 to 12:00 and does not usually operate on a Wednesday. A lunch club is offered from 12:00 to 13:00. The nursery serves the local area and the wider community.

A maximum of 22 children under five years may attend at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll in the early years age range. The setting operates in line with the Montessori educational philosophy and provides funded early years education for three- and four-year-olds. The provision supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are five members of staff who work with the children. Two staff have appropriate early years qualifications including one who has achieved Early Years Professional Status. There are two members of staff currently working towards an early years childcare qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good and the setting provides very effectively for children in the Early Years Foundation Stage (EYFS). Systematic planning and assessment systems ensure children are making progress in their learning and development. The setting's policies and procedures ensure children's welfare is fully promoted. Partnerships with parents and carers ensure children's individual needs are met and all children are fully included. The provision has a positive attitude to improvement and is aware of their key strengths and areas for improvement and have begun to implement a formal quality improvement process.

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

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

- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

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

Staff are guided by a strong management team who have a clear vision for the setting. This is the provision's first inspection since registering and the staff team are clearly focused on helping all children make good progress in their learning and development and in fully promoting their welfare. All required documentation to ensure the safe and efficient management of the provision is in place and records, policies and procedures are well organised and informative. Recruitment and vetting procedures ensure staff are suitable to work with children and therefore children's welfare is protected. Effective systems, such as staff induction, regular staff meetings and appraisals ensure staff are clear on their roles and responsibilities. Consequently, they work well together as a team which has a positive impact on outcomes for children. Professional development is promoted and staff regularly update their knowledge through attending appropriate courses. The setting is generally aware of its key strengths and areas for future development and some processes are in place to monitor and assess the quality of the provision. For example, policies and procedures are regularly reviewed and updated and parental views through the completion of feedback sheets are to be introduced. A self-evaluation system to monitor and extend effective practice and to ensure continued improvement is in the early stages of development.

Arrangements for safeguarding children are robust. Detailed risk assessments ensure the environment is safe and any potential hazards are identified and minimised and children's safety and well-being are fully protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children's welfare is protected because staff have a secure knowledge of child protection and know how to safeguard children. For example, an informative safeguarding policy is in place which details how children's welfare is protected and staff have a secure knowledge of how to protect children from harm. Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. As a result children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery. Children benefit from the effective relationships that staff have developed with parents and this significantly contributes to children's well-being. For example, parents and carers are provided with good quality information about the nursery and their children, such as an informative parents' prospectus and regular newsletters. A key person system is in operation and daily verbal communications with parents and carers ensures children's individual needs are met and they receive continuity in their care. Parents are kept informed of their children's progress and achievements and are encouraged to be actively involved in their learning. The setting liaises with other early years providers to ensure continuity and to promote the integration of care and learning. For example, effective links have been forged with the local schools.

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

Staff use the EYFS framework to plan activities which are adapted to meet the individual needs of children. They understand that every child is unique and work closely with parents to ensure children's individual needs are met. Curriculum planning is linked to the six areas of learning and is informative. Staff closely monitor children's learning through regularly observing and assessing children to identify their progress and achievements over time. Assessment records clearly show how children are progressing and this information is used to inform future planning. Consequently, children are motivated in their play, have a positive attitude to learning and are making good progress towards the early learning goals. Adult-led and child-initiated activities are well balanced to encourage children to be active learners. Staff support children well and create a child-centred, enabling environment. The environment is organised to encourage and promote children's independence and to help them make choices. For example, children are able to choose when they have their snack and they independently and confidently lay the table and butter their own wholemeal toast.

Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis, such as painting, cutting and sticking or play dough. They regularly experience music and use their imaginations and listen and respond with enjoyment when looking at books and listening to stories. Children have regular opportunities to become familiar with the written word. For example, name cards are used throughout the daily routine and writing and drawing materials are easily accessible. Children's physical skills are fostered with many opportunities to exercise. Children have access to resources that develop their knowledge and understanding of the world and technology. They regularly participate in activities that further develop their learning of the environment including weather, seasons and the natural world. For example, children recently enjoyed investigating why the snow they brought in from the garden began to melt when it became warm. During a recent topic on birds children delighted in making bird food and then identifying the different types of birds that visited the nursery garden. Staff promote a positive awareness of diversity through discussion and some activities, such as learning about Chinese New Year. Children develop confidence and understanding in problem solving, reasoning and numeracy with mathematical concepts reinforced through a varied range of activities which involve numbers, shapes, patterns and problem solving. For example, children confidently talk about quantities when collecting their snack and discuss different shapes when painting.

Staff are proactive in implementing some effective strategies to promote and safeguard children's health and well-being. Children are beginning to learn how to stay healthy and about personal care routines. For example, they are reminded to wash their hands before eating and after going to the toilet and discuss the reasons for doing so. Tissues are readily available and children are encouraged to wipe their own noses and to dispose of dirty tissues appropriately. Children have opportunities to learn about healthy eating through discussion and planned activities and know it is important to eat plenty of fruit and vegetables. Children are provided with healthy food choices at snack time and it is used as a time to

promote independence and to encourage social interaction. The environment is safe and children are learning how to keep themselves and others safe. For example, children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement ensure that children develop high levels of self-esteem. Children are respected and highly valued as individuals and in turn are learning to respect each others' differences and to manage their own behaviour. Staff reinforce sharing and respecting each others' feelings.

## 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.