

Chagford Montessori School

Inspection report for early years provision

Unique reference number

EY359539

Inspection date

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Inspector

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Setting address

Montessori School, Moor Downes, Moor Park, Chagford,
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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

Chagford Montessori Nursery is situated in the town of Chagford, on the edge of north east Dartmoor, in Devon. The setting was registered under this management in July 2007, and is managed by a private partnership. Both partners are actively involved in the running of the nursery which has been awarded the Montessori accreditation. It is registered on the Early Years register and the compulsory part of the Childcare Register, to care for up to 20 children under the age of eight years. There are currently 27 children enrolled, all of whom are in the early years age range. The nursery supports children with learning difficulties and/or disabilities, and those who have English as an additional language. The nursery has the sole use of a bungalow, set well back from the road and which is accessed by a private driveway. The property has a secure, enclosed garden and play area. The nursery is open on Mondays, Tuesdays and Wednesdays from 09.00 to 16.00, on Thursdays from 09.00 to 13.00 and on Fridays from 09.30 to 12.00, during school term times. Friday sessions are currently for children aged two years. In addition to the proprietors, four members of staff work with the children, all of whom hold appropriate qualifications. The setting receives the support of the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are cared for extremely well in an environment which is calm, beautifully presented and vibrant with their enthusiasm for learning. The setting embraces all aspects of cultural diversity and ensures that children's individual needs are thoroughly and thoughtfully met. The nursery gives great emphasis to ensuring children are safe and they reflect on their practice constantly. They have clear plans for their development, some of which have already been implemented. Their capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing ways of working with other providers as partners in planning for children's learning and development

The leadership and management of the early years provision

The setting evaluates their practice by thoughtful consultation and has identified areas they wish to extend. They are currently developing the outdoor area and are receiving enthusiastic parental involvement in this project. The recent completion of an outdoor activity area has had a very positive impact on children's enjoyment and their physical development. They eagerly go to view their new equipment and

discuss it when they arrive at the nursery. They are also actively involved in continuing outdoor projects, such as making the new tadpole pond and raising seedlings for their allotment, extending their sense of ownership of the environment. The setting's commitment to embracing new opportunities and supporting staff's ongoing professional development results in a consistent, enthusiastic and dedicated staff team who are inspirational teachers.

Parents are active and welcome partners in their child's learning and enjoyment. They attend the nursery to share aspects of their culture and experience, thereby helping to make themes and topics meaningful. They enjoy reading the daily communication book, which also provides a helpful means of communication with other settings attended by the children. Extending the means of communicating with other provisions is an area the nursery has identified to develop and strengthen. Children who have specific needs are very well supported. The nursery establishes an extremely detailed understanding of all children's unique needs and plans individually for their learning and development, working with supporting agencies where appropriate.

Children are kept very safe in the setting. They learn how to keep themselves safe by, for example, rehearsing the emergency evacuation drill and discussing with staff why they are doing it. They understand how to move around the setting calmly and safely and manoeuvre delicate materials with absolute coordination and control. They also understand how to maintain a safe environment, for example, mopping up spills and carefully covering outdoor equipment. The setting ensures that all who come into contact with children are suitable to do so. Children are further supported by the staff's thorough understanding of the child protection procedures. They have helpful, comprehensive policies and procedures to refer to in the event of having a concern.

The quality and standards of the early years provision

Children are making excellent and rapid progress towards the early learning goals in all areas of learning. The setting follows a genuine and effectively implemented Montessori method of early education and this ensures that their learning is totally supported from their unique starting points. Their enthusiasm for learning and their high levels of autonomy are remarkable. Their learning journey is evident and supported by highly skilled and purposeful teaching. Regular observations are used most effectively to plan the next steps in children's learning and to record their achievements. A system of planning around broad themes is refined continuously to meet children's individual needs and interests day by day. Plans ensure that all areas of learning are comprehensively covered, but the main thrust of daily planning is the individual child. Staff ensure children are confident and empowered to explore, and delight in, the potential of the learning materials. They develop a meaningful understanding of the passage of time through well taught physical activities and eagerly describe a photographic timeline of their growth. They enjoy talking to staff, and to each other, and establish lively imaginative role play using puppets and by dressing up. They extend recent trips to the local library by establishing similar situations in the role play area in the nursery. They are confident in the use of the computer and select appropriate programmes to extend

their learning. Children select resources and use them to explore shape, size, position and quantity. Their mathematical understanding is highly developed. They use and enjoy books and some are very competent readers. Effective methods are used to help them develop mark making skills in various situations and to explore letter formation when they are ready to do so. Children manipulate tiny pieces of apparatus, such as small pegs and clips. This helps them to develop their small muscles. They also delight in climbing and balancing on large apparatus in their outdoor play area. They enjoy the process of being creative and frequently use paint and other media to create artwork.

Children enjoy extremely healthy snacks comprising a plentiful amount of fresh fruit. They discuss the fruit with staff and proceed to cut it up for their snack, following very hygienic procedures. They bring healthy packed lunches from home and the setting ensures that any perishable contents are promptly refrigerated. Parents support the setting in helping children learn the importance of considering environmental issues, for example, by reducing the amount of packaging in packed lunches. Children are well cared for in the event of having an accident or becoming unwell whilst at the setting as all staff are qualified in first aid and all systems are in place to enable them to respond swiftly and appropriately. Children are kept safe in the setting as the premises are secure and a prompt and accurate register is kept of their times of attendance. Thorough, and regularly reviewed, risk assessments ensure that any hazards are promptly identified and addressed. Children are extremely polite and their behaviour is exemplary. They show care and concern for one another, for example helping their friends to get dressed to go outside. They swiftly become personally independent and thoughtfully consider their actions. This helps them to develop skills for the future.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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 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

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.