

Chives Montessori School

Inspection report for early years provision

Unique reference number EY290559
Inspection date 10/12/2008
Inspector Justine Leong

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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

Chives Montessori School is privately owned and managed. It opened in 1989 and access is via several steps to the front of the property. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 36 children aged from two to five years may attend the setting at any one time. The group is open five days a week from 09:15 to 15:00 during term time.

There are currently 53 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered by Ofsted on the early years, compulsory and voluntary childcare registers.

There are eight members of staff, including the owner who manages the early years provision. Of these, seven members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The setting generally provides effectively for children in the Early Years Foundation Stage. Staff provide exciting learning opportunities and children make good progress towards the early learning goals. Staff are committed to working in partnership with parents and carers and have devised systems to enable parents to share their views and ensure they are included in their children's learning. Children are generally safe and have their welfare needs met. The learning environment is welcoming and inclusive and appropriate systems are in place to monitor the provision and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek emergency medical treatment or advice for all children
- ensure children are supervised at all times and are not able to access the kitchen or staff toilet
- ensure staff registers are consistently maintained.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against staff 05/01/2009
- conduct a risk assessment and review it regularly. 05/01/2009

The leadership and management of the early years provision

Appropriate recruitment and induction procedures ensure children are cared for by suitable adults. Required documentation is in place to support practice, although, staff registers are not consistently maintained. Written parental permissions have been obtained for most children to ensure they are cared for in line with their parents' wishes, however, this is not consistent for all children. The manager and staff have fostered strong relationships with parents and other professionals to ensure individual needs are met. Parents praise the care and education their children receive at the setting.

Staff demonstrate a sound understanding of their role and responsibilities in safeguarding children's welfare. A brief safeguarding policy is in place to support practice. However, this does not include procedures to be followed in the event of an allegation against staff, potentially compromising children's welfare.

Children are developing an awareness of how to keep themselves safe, for instance, they practice an evacuation procedure to be followed in the event of an emergency. Staff have identified potential hazards but have not completed written risk assessments to ensure the environment remains safe for children. Staff are committed to improvement and undertake regular self-evaluation in order to identify areas for development. Many recommendations raised at the last inspection have been addressed, helping to improve outcomes for children.

The quality and standards of the early years provision

Children's health and well-being are generally promoted. They are cared for in a warm and bright environment where they have ample space to move around and play. Staff generally monitor children's play to ensure they remain safe, however, children have access to unsupervised areas, potentially compromising their safety. Children are developing an understanding of the benefits of a healthy diet as they enjoy nutritious foods such as fresh fruit and cereals, provided in line with the healthy eating policy. Children decide when they would like their snack and serve themselves, selecting their own fruit and pouring their own drinks of milk or water. Adults teach children to understand and adopt healthy habits such as good hygiene practices. For instance, children are regularly reminded to wash their hands and clear visual aids are in place to remind them of correct procedures to follow. Children have access to a secure outside play area where they develop balance and coordination as they play with the climbing equipment and ride-on toys provided. Children also enjoy regular tennis and ballet sessions at the setting, helping to develop a good understanding of the benefits of physical activity.

The environment is well organised to enable all children to access a broad range of resources, helping to develop confidence and independence. Each child is provided with an individual approach and activities are adapted to meet their specific needs, abilities and interests. Staff consistently monitor children and offer sensitive support when appropriate. For instance, staff encourage children to consider their own clothes when working together to complete puzzles depicting different styles

of dress. Parents provide information about children's likes and dislikes and staff use this, as well as their own observations, to plan stimulating play opportunities. Children are developing good self-esteem as staff are attentive and listen carefully to their ideas, demonstrating that they are valued.

Effective teaching methods, including questioning, enable staff to assess children's understanding and provide challenges to extend their thinking. For example, staff work with children to complete block models, encouraging them to compare shape and size and repeating their answers to consolidate the learning. Children play together using construction equipment, developing imagination and good communication skills as they discuss what they have made. They work with staff and other children to complete puzzles and games, using maths skills such as counting and ordering. Information from frequent observations and assessment is used effectively to plan next steps in children's learning and ensure all children make good progress towards the early learning goals.

Children have access to broad range of craft resources including paints, crayons, scissors, glue and collage materials. They enjoy working with staff to create colourful pictures, using tools such as scissors and paintbrushes with increasing control. Children have valuable opportunities to participate in music and singing sessions and also enjoy weekly drama sessions.

Children are developing an understanding of the wider world as they access resources that are representative of diversity including books, small world toys and puzzles. They participate willingly in creating colourful displays of different countries, learning about a range of cultures and beliefs. Staff are consistently polite and calm, acting as positive role models for behaviour and encouraging respect for others. Developmentally appropriate behaviour management strategies such as praise and explanation are used effectively and children's behaviour is good.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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

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.

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