

Bowland Montessori Pre-School

Inspection report for early years provision

Unique reference number	EY373011
Inspection date	08/12/2008
Inspector	Clive Petts
Setting address	St. James C of E Primary School, Greenacre Street, CLITHEROE, Lancashire, BB7 1ED
Telephone number	01200 429 579
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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

The Bowland Montessori Pre-School is privately owned and managed. It has been registered since April 2008 and operates from St James' Church of England primary School in Clitheroe. There are no issues which may hinder access to the premises. A maximum of 16 children aged two to five years may attend the setting at any one time. The group is open Monday to Friday, term-time only from 09.15 to 15.15. There are currently nine children on roll, all of whom are in receipt of funding for nursery education. The provision is registered by Ofsted on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are currently no children aged over five years on roll.

There are two adults who work directly with the children. Both hold appropriate childcare qualifications and the owner, manager is a qualified teacher. The learning programme incorporates Montessori methods of teaching. The provision is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

At Bowland Montessori School children blossom in the friendly, stimulating and thought provoking environments which cover all areas of learning. Staff's good knowledge of each child's individual needs ensures that all aspects of their welfare, learning and development are well promoted effectively. Staff demonstrate a strong commitment to making certain every child enjoys their learning regardless of background or starting point. Excellent partnerships with parents and the host school contribute to the good capacity to improve provision.

What steps need to be taken to improve provision further?

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

- improve the evaluation for the quality of provision and the progress children make
- ensure that records of assessment accurately show how well children are progressing in relation to the early learning goals.

The leadership and management of the early years provision

The manager has successfully established good quality provision since opening in September 2008. This is due to the hard work, vision and drive of the manager ably supported by staff. There is a firm commitment to improvement which in turn enhances all that the school provides. Good systems are in place to help children make good progress in their learning and development. Expectations are high and children thrive on the challenges that are presented to them. All staff, parents and partners are involved in checking what is working well and identifying priorities for improvement. However, the evaluation of the impact of what is provided on the

rate of progress that children make, is not sufficiently rigorous. Observations of the progress children make are systematically undertaken and recorded. Assessments are linked to learning and development. However, the assessments do not clearly show how well children are achieving in relation to the early learning goals.

The excellent relationships with parents are based on mutual trust and respect. Parents are pleased with the progress their children make. There is a very good open door policy which is well used by parents especially when children first begin their placement. This ensures that children settle quickly and become confident and assured. Parents are well informed through direct contact and by newsletter. They are regularly consulted at each stage of their child's development. Each child has an allocated key person which enables parents to discuss individual progress and the next steps in their learning. Parents comment enthusiastically about how happy they are with the high standards of care. Effective systems are in place for the safeguarding of children.

The quality and standards of the early years provision

Staff display an intimate knowledge of each child's needs. Facilities are spacious and well resourced overall. Children have access to outdoor play areas and a nature trail. Children are happy, confident and safe. All benefit from very good relationships with staff. As a result, they develop early independence and are confident to explore and ask questions. Their learning is enhanced by first-hand experiences, for example, visiting the fire station and travelling by service bus to nearby Preston.

An good range of learning resources and equipment enable children to explore for themselves and use their imagination. The vibrant classroom atmosphere effectively supports their personal and emotional development. Children are friendly and happy to speak to visitors and answer questions. Expectations of what children are capable of achieving are high and children respond keenly to the challenges that are set for them. Behaviour is good because children are given very good guidance to recognise the boundaries that are set for them. Good hygiene habits are well promoted before and after snack and lunch. They are taught how to use cutlery safely, for example cutting up their melon slice to eat. They work together well and learn how to take turns and listen to each other's ideas. Staff ensure that there are no barriers to any child's learning. Consequently, the needs of children with learning difficulties and/or disabilities are well met. There is a strong emphasis on speaking and listening to enhance their communication and language skills. Frequent opportunities are provided for children to apply their number skills. Access to the nature trail encourages creativity and extends their knowledge of the natural world.

Children's health is well promoted. They are actively involved in preparing snacks with the equipment available. They quickly develop an awareness of the benefits of adopting a healthy diet and regular exercise. They are given an insight into the cultures of the wider world, for example, singing songs from New Zealand and tasting tropical fruits. This gives them an early knowledge of the diverse world in which they live.

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?	1
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.