

# The Kinder Set Montessori School and Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	400067
<b>Inspection date</b>	03/02/2009
<b>Inspector</b>	Linda Cook
<b>Setting address</b>	Uplands House, Castle Howard Road, Malton, North Yorkshire, YO17 6NJ
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<b>Type of setting</b>	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 Kinder Set Montessori School and Nursery was registered in 1996 and is managed by the proprietor. It is located on the outskirts of the North Yorkshire market town of Malton, and the children attending are drawn from the local farming community and from a wider catchment area. Older children are accommodated in the main house, whilst younger children have their own purpose-built building within the grounds. The children benefit from direct access to the outdoor play area. There are 70 children attending, of whom 23 receive nursery funding and no child has English as an additional language. Appropriate provision is made for those children who have additional educational needs and/or disabilities. A maximum of ten sessions are offered to the children each week, with the nursery operating from 07.30 until 18:00 weekdays, for 49 weeks of the year. All staff have appropriate qualifications in the care and education of young children. In addition, the proprietor has Montessori qualifications. The nursery receives the support of the local authority and follows the Montessori approach to education in the early years.

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

Children are cared for in a very well organised and inclusive environment, where excellent attention is given to meeting individual children's needs. As a result, all children are enabled to make rapid progress in all areas of their development and learning. The nursery embraces parents' roles as first educators and takes positive action to encourage them to be involved in all aspects of their children's care and learning. All required documentation is in place and regularly reviewed. The management and staff work effectively together. They constantly evaluate all areas of the provision in order to identify any areas for future improvement.

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

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

- continue to develop the newly introduced computer system for recording children's learning and development and to consolidate the learning partnership with parents.

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

The owner/manager together with her deputy provide strong motivational leadership to the staff team. Staff are dedicated to ensuring that the care that they provide for the children is of the highest quality. This is achieved by constantly reviewing their practice and identifying areas for development. For example, there is a detailed performance review system in place and a professional development plan for all staff which the staff embrace to develop their skills according to their

interests and the needs of the children they care for.

All required policies and procedures are in place for the efficient management of the nursery. These are clear and detailed, regularly reviewed, consistently implemented by staff and shared with parents. Detailed risk assessments are undertaken on the premises and for outings and the security systems ensures that no unauthorised person gains access to the buildings. Effective safeguarding procedures are in place to protect children from possible abuse, and the robust recruitment, vetting, induction and appraisal procedures ensures they are cared for by suitable people. Staff are fully aware of their responsibility to safeguard children and there are clear procedures in place to ensure appropriate action should they have concerns.

The nursery's partnership with parents and carers is excellent. They receive detailed information when the placement begins and they are actively encouraged to be involved in their child's learning. The nursery has started to introduce a system to enable parents to view and contribute to their children's progress records through a computer system and the use of memory sticks. The nursery welcomes parents involvement and they are invited to social occasions, such as children's concerts and a family tree decorating day at Christmas. Parents are also invited into nursery to share their skills with the children. Parents and carers spoken to at the inspection all expressed extremely positive comments about the care, and the progress their children make. They state their children look forward to coming to nursery and develop independence and confidence.

Partnerships in the wider context are also strong. The nursery has developed strong working relationships with local schools especially those in nearby villages. The owner and heads visit each other's provision and work together to ensure smooth transition for children. The nursery also has good links with other professionals, such as local authority development workers, social services and health workers, and is pro-active in seeking information to ensure they are fully aware of the needs of children with specific health issues.

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

Children play and learn in a safe and stimulating environment which motivates their learning. Children of all ages are provided with a wide and varied range of resources and activities appropriate to their age and stage of development. Committed staff use their skill and expertise as they interact with the children, encouraging children's thinking and learning in a supportive environment. As a result, children are happy, settled and very eager to learn and explore. Detailed observations and assessments are regularly completed on each child and these are used by staff to plan children's next steps in learning, taking account of individual children's interests. Staff successfully combine the Montessori philosophy with the requirements of the Early Years Foundation Stage to ensure all areas of learning are covered in sufficient depth to motivate and challenge children. As a result, they make rapid progress towards the early learning goals.

High priority is given to promoting children's personal, social and emotional

development. Babies are encouraged to feed themselves and older children serve themselves at mealtimes and pour their own drinks. They independently select toys and activities which are invitingly displayed and very well organised to be easily accessible to them safely within their reach. Children behave very well and demonstrate respect for their peers and staff. They listen to what they are told and follow instructions, for example, as they willingly tidy up before lunchtime. They enjoy participating in group activities and listen to what others have to say.

The key worker system is very effective in helping children to feel secure and to build trusting relationships. Very young children enjoy the close contact with staff as they are held close to be fed and sit together to share books. Children develop excellent communication skills. Babies make their needs known through smiles and gestures, squealing with delight as they play peek-a-boo with staff. Older children are eager to chat to staff who are attentive to their needs. They enjoy stories at circle time, listen intently and predict what might happen next. They name letters and can put them together to form simple words. Children develop a very good understanding of mathematical concepts as they learn to count, recognise shapes, explore size and volume through a wide range of activities both indoors and outdoors. Children learn about the wider world as they celebrate festivals from their own culture and that of others, make trips out into the community and welcome visitors to the setting. They talk about the weather and monitor the seasons as they play in the snow, building snowmen and ride on sledges. They learn about living things as they garden in the raised beds outdoors and care for the rabbits. Children enjoy painting and a variety of craft activities; they joyfully join in a range of children's songs moving to the music and completing action rhymes.

Children independently follow good hygiene routines, washing their hands before and after eating and after attending to personal care needs. They clean their teeth after lunch and develop an excellent understanding of why this is important. They have a very good understanding of how to protect themselves from harm as staff give clear and detailed explanations about the boundaries that are in place and provide regular opportunities for children to practise emergency evacuations.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 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.