

# Chapel Grange Montessori Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	305009
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<b>Setting address</b>	Chapelstead, Dean Row Road, Wilmslow, Cheshire, SK9 2BU
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<b>Email</b>	
<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 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).

## Description of the setting

Chapel Grange Montessori Nursery registered in 1996 is situated in a semi rural area of Wilmslow, Cheshire. Set in a converted chapel, it is one of two nurseries run by Chapel Grange Montessori Nurseries Limited. The nursery is registered on the Early Years Register which is run according to the Montessori philosophy. There are two rooms on the ground floor and a secure area available for outdoor play.

A maximum of 28 children aged from two years old to five years old may attend at any one time. The setting is open five days a week from 08.00 to 18.00 all year round, except for the last two weeks of August and between Christmas and New Year, and offers a choice of shorter days if preferred. These are 08.00 to 13.00, 13.00 to 18.00 or 08.00 to 16.00. Children may attend from three sessions per week up to full time. Children attend from the local community and surrounding areas.

There are currently 55 children on roll aged from two years old to four years old. Of these, 55 are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting is able to support children with learning disabilities and children who speak English as an additional language.

There are seven members of staff who work with the children, five of whom hold appropriate early years qualifications and two who are working towards them. The setting receives support from the local authority Early Years Advisory Team.

## Overall effectiveness of the early years provision

The overall quality of the provision is good. In providing a high quality service, the experienced and well qualified staff team effectively ensure each child's welfare and learning is met successfully. Every child is helped to reach their potential through the strong and effective relationships with parents and other partners involved in each child's care and learning. The commitment and enthusiasm of the management team to monitor and continually reflect upon practice to promote development, ensures continuous improvement.

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

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

- maintain records, policies and procedures required for the safe and efficient management of the setting in relation to reviewing the current registration system as parents sign out with children.

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

The nursery is well organised. The management team is strong and highly effective in ensuring the regular monitoring and quality checks ensures targets are identified for further improvements. The setting has acted promptly on areas identified for development at the last inspection, thus consistently improving upon practice. Staff are committed to training and through ongoing appraisals ensures that there are ample opportunities to reflect upon their practice in order to improve services for children.

The maintenance of records, policies and procedures are fully understood by staff to provide for the safe and efficient management of the setting. Although, the system for recording attendance requires more frequent checks to ensure it is updated as parents sign their children out. This would be evident in case of an emergency. Overall, there are effective systems to manage safety and robust recruitment and induction procedures ensure experienced and suitably qualified staff are appointed. As a well deployed staff team, children's care and education is provided consistently by adults who they know them very well.

A dedicated staff team ensures all children are valued as individuals, whether it is recognising the differing learning needs of boys and girls or the sensitive observations of children's intakes at meals and snack times.

Partnerships with parents are strong with quality information shared in numerous ways between staff and others caring for children. Attractive notice boards, notices of special events, newsletters, questionnaires and parents evenings provides both informal and formal avenues for views and opinions to be exchanged about the provision. Parents contribute initial information about children's routines and needs and they are encouraged with their child to put together a 'settling box' which they bring into nursery from home. This may be made up of photographs, favourite toys, comforters or anything which is meaningful to the children. Activities are often carried out at home and children are encouraged to report back to nursery, thus facilitating the integration of home and nursery.

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

The staff team are secure in their understanding of the Early Years Foundation Stage, which is then successfully incorporated into the Montessori philosophy and method of learning for children. Staff consistently support children's learning, their calm, skilled and patient approach ensures children feel secure and they learn at their own pace. Observations and assessments of each child are promptly documented and used by all staff to focus upon helping children to take the appropriate next steps in their learning.

Children make good progress in relation to their capabilities and interests because both the environment and quality of staff interactions enables them to be active and creative learners. Skilled in their practice, staff cultivate children's desire to learn. For example, after a number of children had recently been to the cinema to

see an animated film about animals in Madagascar, they went on to build models of the island in the nursery. Their interests were piqued in learning about the indigenous mammals living there. Children confidently spoke to the inspector about ring tailed lemurs or bush pigs and point out their beautifully painted art work on display.

Children are confident communicators, they readily explain to those around them about their work, they are often seen working collaboratively when using tools, such as sticky tape or scissors. They value their emergent writing skills and enjoy making books about monsters to write their own stories. They are keen to advise their peers of the need to write their names on the front of the book, so everyone will know who wrote it. The environment is rich in print and children clearly recognise their name cards and those of their friends. They will readily sound out the first letters of their names and match it to those who share the same letter.

Outdoor provision is a key strength of this setting, as there is a positive emphasis upon this area of learning. Both an exciting indoor and outdoor environment is created, offering continuous provision for children. Children are therefore, well protected against the elements, with both waterproof clothing and footwear ensuring they can make excellent use of the outdoor space in almost all weathers. Children are exhilarated by the fresh air, they watch the wind socks in the garden and are quick to assist in the planting of vegetables and add their banana skins from snack time to the compost heap.

Children experience a great sense of belonging at the nursery. They proudly wear their helping badges and carry out various simple tasks daily. These promote children's independence and often involve a caring role, such as looking after the environment, as in rolling and putting away the mats or feeding the African giant snails in the tank. Children manage their behaviour well, they recognise the golden rules displayed on the wall as being kind to each other and they are quick to offer practical help to their peers, as they help to fasten coats or to help return equipment to the correct shelf.

Children are well safeguarded and their welfare is effectively promoted. This is because staff are skilled in developing children's independence. As a result, children are cooperative, they take care of themselves, their peers and their environment. In learning about and experiencing healthy lifestyles they eat freshly prepared nutritious food and take exercise outdoors and inside, for example, musical dance or ball skills classes.

## 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

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