

Bishops Waltham Montessori

Inspection report for early years provision

Unique reference number

EY305418

Inspection date

25/02/2009

Inspector

Amanda Shedden

Setting address

St John Ambulance Hall, Little Shore Lane, Bishops
Waltham, Southampton, Hampshire, SO32 1ED

Telephone number

07729 864034

Email

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).

Description of the setting

Bishops Waltham Montessori was registered in 2005. It is a nursery which is privately owned and managed. It operates from the main room, additional hall and garden in a community hall and serves the local area. The nursery is registered to provide care for a total of 24 children on the Early Years Register. There are currently 40 children from two to five years of age on roll. This includes 25 children who are in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery currently supports children with additional needs.

The setting opens five days a week during school term times. Sessions are from 09:00 until 12:00 and 12:00 to 15:00 from Monday to Thursday. On Friday the session is from 09:00 until 12:00. There are six members of staff who work with the children; all have early years qualifications to Level 3 or 4. The two full-time senior staff hold a Montessori Diploma equivalent to a Level 4 NVQ qualification. The setting receives support from the Local Authority. The setting adopts the Montessori approach to education.

Overall effectiveness of the early years provision

Children are receiving outstanding care and education. All the staff are fully aware of the Montessori method of education and they have successfully included all requirements of the early learning goals to ensure that children are receiving a broad interesting curriculum. Children's independence is encouraged at all times and their learning is through play.

This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities. Each child has an individual learning plan ensuring that their progress is tracked and they are able to consistently progress according to their individual needs.

The nursery is monitored effectively using in-house and outside agencies to ensure that the high standards of care and education continue. Excellent involvement with parents and staff ensures that the provider has an accurate understanding of the strengths and weaknesses of the provision.

What steps need to be taken to improve provision further?

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

- review the transition time to ensure children's learning and enjoyment is not interrupted

The leadership and management of the early years provision

The manager and staff have high expectations of themselves and the children. They strive to ensure that all children are confident and comfortable enabling them to enjoy their time at the nursery whilst continually learning. The professionalism shown by the staff team contributes in promoting the children's welfare and safety; all staff undertake core training, such as first aid and child protection, as well as courses to further promote their knowledge and skills in all areas of child development.

The partnership with parents is excellent. Parents receive six-weekly reports on their child covering all areas of learning. The child's next steps are identified enabling parents to be effective partners in their child's learning. The notices and information given to parents ensure that they are fully informed of the topics and range of experiences their child is having. The parents are very supportive of the staff and appreciate the care and education their child receives.

Robust recruitment procedures are in place ensuring that all adults working with the children are suitable to do so. Effective induction procedures are in place to ensure new staff promote children's welfare and safety. The policies and procedures are updated and maintained to a high standard and are shared with staff and parents ensuring that everyone is fully aware of their responsibilities.

The quality and standards of the early years provision

All of the staff are fully committed to the children and the Montessori ethos. This ensures that children are offered a stimulating and rich environment in which to learn. Children are motivated and learn through visual, hands-on apparatus and equipment. The pre-school provides learning experiences based upon the Montessori philosophy and equipment but also incorporates other learning methods. Staff's understanding of the individual children, the curriculum and the resources enables staff to focus on helping the children to increase their knowledge or skills at all times across all areas of learning.

Children thrive in the stimulating child-led environment. Their independence is encouraged across all aspects. They self-select from the wide range of resources, carry them carefully and return them to their rightful place when they have finished with them. Children choose what fruit and drinks to have when they wish to have snack and they wash up the china plate and glass when they have finished using them.

Children choose activities and resources that interest them, some choose to make words up using letter templates, others to paint or construct using a variety of materials. They enjoy completing tasks and the resources support them in enabling them to extend the activity further. For instance, children make towers out of bricks, when it gets too tall for them to reach they fetch the small steps and climb up to add more bricks, other children join in and they take turns at handing the bricks to the child on the steps and placing them on the tower; the children are

very pleased with themselves especially when they make it taller than a member of staff.

Children have many exciting and worthwhile activities to gain an understanding of the world around them. They are delighted when they make mini volcanoes as they carefully use droplets to add vinegar to the soda watching it bubble up. They are excited when they see Elvis the tortoise bring his head and limbs out and start walking around, stopping to eat his leaves; they know not to touch him but there are resources close by for the children to further investigate all about tortoises.

The organisation of the sessions provides a good balance of child-initiated and adult-led activities. There are peripatetic teachers that visit weekly to support the children's learning in French, dance and art. Children join together twice a session to learn about any new resources, to talk about the resources they have brought in to support the topic and to have large group times where they may do singing, have stories or celebrate a child's birthday. Children gain confidence in speaking to the group as children are encouraged to contribute their own knowledge to these sessions. However, this time can be interrupted by the arrival of parents which is not conducive to the normal calm atmosphere of the nursery.

The children get on extremely well; taking turns, sharing and showing respect to one another is consistently encouraged by the staff who are excellent role models. Children show consideration for each other and adults, they frequently use say excuse me, or please and thank you at the appropriate times; at circle time they will put their hand up before speaking, staff praise them and thank them for being patient.

Children learn to keep themselves safe through the routines and rules; they know not to run indoors, they handle resources carefully so as not to break them and they have songs reminding them not to, for instance, touch matches. They are aware that when making volcanoes they must wear the goggles to protect their eyes. They know how to carry chairs safely and they negotiate the space around them carefully.

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 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.