

Ashley Cross Montessori

Inspection report for early years provision

Unique reference number	EY382378
Inspection date	18/02/2009
Inspector	Christine Coram
Setting address	29 Chapel Road, POOLE, Dorset, BH14 0JU
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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

Ashley Cross Montessori is one of two settings run by the same private company - Shepherd Montessori Schools Limited. It opened in 2008 and operates from a converted building situated in a residential area of Poole. Children have access to ground floor and first floor rooms and an enclosed outdoor play area. The nursery is open each weekday from 08.00 to 17.30 for 51 weeks of the year.

The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 33 children on roll, all of whom are in the early years age group. The setting currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are six members of staff, five of whom hold appropriate early years qualifications to NVQ level 4. The other member of staff is currently completing a level 2 early years course. The setting operates in line with the Montessori educational philosophy and provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are busy, independent and enthusiastic. The adults challenge them effectively and they also have plenty of freedom to explore and to learn at own pace. Each child is thoroughly valued. Staff know the children extremely well so that they meet their needs and effectively help them to learn and develop. The setting is very keen to improve and provide increasingly high quality in all that they do. The manager is realistic in her assessment of the setting's achievements and future goals.

What steps need to be taken to improve provision further?

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

- continue to develop the system to liaise with other settings that the children attend to ensure continuity in their care.

The leadership and management of the early years provision

The children benefit from a day that is organised and run efficiently. The management is effective and adults know their roles and work well as a team. The manager uses varied methods to evaluate the work and has identified achievable and realistic plans for future improvements.

The setting works actively in partnership with parents through effective communication. Their opinions are valued and the manager seeks informal

feedback from them. The adults also seek children's views in conversation throughout the day. This helps to ensure continuity for the children and a clearer assessment of the areas where improvements can be made.

Parents are very satisfied with the level of information that they receive, both about the setting and activities, and about their child's learning and development. They have an open and productive relationship with staff. The setting has begun to form partnerships with other settings attended by the children, but the system does not currently ensure continuity for individual children.

Children are protected extremely well because the staff members are rigorous in safeguarding. Individual members of staff demonstrate an excellent knowledge of safeguarding issues and are confident about the procedures to follow if they have concerns about a child. The premises are very secure and only those people known to the staff are admitted.

The quality and standards of the early years provision

Children make good progress in learning. They have time to practise skills and to explore the materials and resources. They have freedom to choose their activities and adults support them well in their self-initiated tasks. They are very well motivated to take part in the activities and staff effectively challenge them in one-to-one teaching sessions. Children play and learn in an inviting environment, and staff members carefully make sure that wonderfully challenging resources are available to them.

Key staff members use a variety of effective methods to assess the children's progress. They gather information and evaluate it to identify and promote each child's next steps for learning and development. They plan for the individual children, who they know very well. Each child has an individual programme that supports them in their all-round development.

Safety is an extremely high priority. The adults create a very safe environment that is totally child orientated. They select every piece of equipment and all the furniture carefully so that it is safe and appropriate for the children. The staff team complete detailed, thorough and effective risk assessments for every area of activity, including the indoor and outdoor areas and any outings that the children undertake. This is particularly effective because the adults have a superb understanding of acceptable risk and children learn to manage risk for themselves and to handle equipment, such as scissors, responsibly and with respect.

Children also have many exciting opportunities to learn about healthy lifestyles. For example, they make and eat vegetable soup, learning about the ingredients and their health benefits as well as the texture and flavour of the finished product. The setting is extremely proactive in ensuring that children eat healthy lunches. Parents supply these and staff eat with the children, making sure that the most nutritious items are valued and enjoyed. Children develop great independence as they prepare and eat their own healthy snack.

Children learn many positive attitudes as they support and help each other throughout the day. They learn to respect each other and their environment and, through teaching and exploration in books, those beyond their own immediate circle. They gain a broad view of the world through activities, books and other images in the setting. Extremely positive behaviour management gently helps children to realise why they should not run indoors or leave a mess for someone else to clear away, for example.

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?	1
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?	2
How well are children safeguarded?	1

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?	1
How well are children helped to enjoy and achieve?	2
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?	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 registration.

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.