

Manor Grove Montessori Limited

Inspection report for early years provision

Unique reference number EY384374
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Inspector Cordalee Harrison

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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

Manor Grove Montessori Nursery is privately owned and registered in 2008. It operates from a converted bungalow in the village of Tingewick, near Buckingham, Buckinghamshire. The nursery is comprised of three rooms, kitchen, washing, toileting and nappy changing facilities, as well as office space. There is a fully enclosed rear garden for children's outdoor activities.

The nursery opens each weekday from 08.00 to 18.00 throughout the year and offers provision for children on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. The registration permits the nursery to care for a maximum of 16 children, under eight years at any one time. Currently, there are 11 children on roll, all of the children are in the early years age range, none of whom receive funding for nursery education. The setting's educational philosophy is based the Montessori method. The setting employs four staff including the manager, two of whom hold relevant qualification to level 3 or above. The manager has a degree in Early Childhood Studies along with a Montessori Diploma and Nursery Nurse Examining Board qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. All children are welcomed into the child centred environment of the nursery and most are settled and contented. The setting is working well with parents to meet children's individual needs and to create a feeling of inclusion for the children. However, the key person system it is not sufficiently developed to be fully effective for each child. The setting continues to gain improvement, since registration, several members of staff have attended training such as, safeguarding and food, hygiene and safe recruitment. In addition, there are strategies in place to gain support from the local Early Years Children's Services.

What steps need to be taken to improve provision further?

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

- gain information from parents to identify each child's starting point and develop children's achievement records to ensure that the next step in their learning and development is securely linked to the expectations of the early learning goals
- make sure that there is a suitably qualified deputy in place and continue to develop knowledge of the Early Years Foundation Stage and guidance
- continue to develop the self-evaluation process and strategies for partnership working with parents and others.

The leadership and management of the early years provision

Leadership and management of the setting are based on sound knowledge of the Early Years Foundation Stage and guidance. There is a clear and realistic understanding of the roles and responsibilities of the staff. The setting demonstrates commitment to meeting the needs of children and their families in an inclusive way. The setting ensures that a suitably qualified and experienced member of staff always supervises children's activities; however, a permanent deputy is not yet in place. The setting's policies and procedures provide some good quality information and guidance for staff and parents. However, through self-evaluation the setting recognises that there is a need for review of these documents. All documents required to safeguard and promote children's health and welfare are in place. Records such as medication, attendance records for staff and children along with children's personal information are accurate and up to date. Children eat balanced and nutritious food that is prepared on the premises daily. To ensure that food hygiene standards are met the setting has registered with the local Food Standard Agency. The safe and clean physical environment helps children to make good use of the available space. They move freely between rooms, to access different activities. Some aspects of partnership working with parents are progressing well. For example, parents input into the setting's self-evaluation, however the information that they supply mainly focuses on children's care. Through self-evaluation, the setting identifies some areas for improvement, however, the process is not comprehensive. For example, timescales are not identified to ensure that improvements are addressed in a timely manner. The setting is beginning to develop strategies for partnership working with other settings that children attend, but this is a work in progress. Children are safe and secure in the setting, only staff who are vetted are left alone with them. Staff have good understanding of child protection issues, they are aware of the possible signs and symptoms that may indicate that a child is at risk from abuse or neglect. In addition, they are clear of the Local Safeguarding Children Board's processes to deal with any concerns immediately.

The quality and standards of the early years provision

Children are generally happy, they are sufficiently relaxed to show their emotions. Children enjoy many of their activities outdoors, they learn to share and take turns as they use the outdoor equipment. They exercise their lungs as they make noise and listen to their voices as it carries on with the wind. Children develop their spatial awareness, balance and coordination as they skilfully manoeuvre around various equipment. They develop different muscle groups as they climb, slide and pedal sit and ride toys. Children develop fine movement and coordination through practical activities such as feeding themselves. They develop their communication and language, as they sing familiar rhymes; they show their enjoyment as they move to the rhythm and ask staff to repeat the activity. They are learning to sequence numbers and developing their recall. In addition, they are beginning to realise that words written in English and other scripts carry meaning. Group activities such as story time help to develop a sense of cohesion in the nursery. However, these activities are not always properly organised to ensure that all of

the children are able to gain maximum benefit according to their stage of development. For example, children whose concentration is more developed try to focus on the story, but they find it difficult to listen because of the other activities that are going on around them. Children are proud of their achievements; they are keen to repeat their successes. Children enjoy many first hand experiences through play. However, the setting does not gain sufficient good quality information about children's starting point from parents to ensure that activities are planned consistently to help each child to build on what they know. Children's achievements records are not sufficiently developed to link the next step in their learning and development securely to the expectations of the early learning goals. The consistent use of good quality modern resources helps children to develop skills for the future. Good standards of hygiene ensure that children are clean and comfortable and help them to develop good practice through regular routines. Children are develop an awareness of personal safety, they are learning to evacuate the premises as they practise the fire drill and learn to identify safe boundaries in the nursery environment. Children are developing their understanding of diversity; they see pictures of people from different cultural and racial backgrounds as well as people with disability reflected in the setting. They experience different cultural celebrations and relate the experiences to real life occurrences.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.