

Rosebud Montessori

Inspection report for early years provision

Unique reference number EY383506
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Inspector Felicity Gaff

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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).

Description of the setting

Rosebud Montessori Nursery is part of the Tudor House group of five nurseries. It originally opened in 2004 and moved to its present premises in 2008. It operates from self-contained premises in Burgess Hill, West Sussex. Babies are accommodated on the ground floor while older children are on the first floor, to which there is no lift access. There is a fully enclosed outdoor play area that is used by all the children, with a separate section for babies. Children are drawn from the surrounding urban and rural areas. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 48 children may attend the nursery at any one time. There are currently 67 children on roll who are in the Early Years Foundation Stage age group. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are 14 members of staff. Of these, 10 hold appropriate early years qualifications and four others are in training. The setting receives support from the local authority. The nursery follows the Montessori approach to education 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 outstanding. Children make excellent progress in all areas of learning because the staff have established thorough planning and assessment systems. Each child's individual care and learning needs are known by all staff caring for them. Staff have completed a recognised Quality Assurance scheme. They routinely use highly developed systems of reflective practice, which enables them to continuously assess and develop the quality of their provision. They work effectively to ensure every child can benefit from all the play and learning opportunities they offer.

What steps need to be taken to improve provision further?

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

- improving the clarity of the records of risk assessments to ensure they identify all areas of the nursery that need to be checked on a regular basis

The leadership and management of the early years provision

Children are cared for in an organised, attractive and hygienic environment. The registered person carries out rigorous checks to ensure that staff are suitable and has built a strong, stable team of childcare professionals. She supports them in obtaining higher level qualifications and arranges in-service training and development opportunities for all staff. There is a clear system for assessing what each child achieves, as well as their interests and enthusiasms. This is shared with

parents and used to plan the next steps for each child both at the setting and at home. The individual planning system is fully understood by all the staff and enables them to adapt activities to appeal to the needs and interests of every child. As a result, children make exceptionally good progress in all areas of learning. Staff are committed to a continuous process of self-evaluation and development. They seek the views of both parents and children in order to ensure they provide the best care they can. They take effective steps to improve any areas of weakness they identify. Partnerships with parents and other carers are very strong. The professional exchange of information with parents, health professionals and other settings children attend supports consistent care and promotes very good outcomes for children. The registered person carries out suitable risk assessments of the premises and equipment, and ensures staff follow safety procedures conscientiously, although some records lack clarity. There are effective systems to ensure staff fully understand how to protect children from harm or abuse.

The quality and standards of the early years provision

Children thrive in the care of committed, professional staff. Staff caring for babies recognise their need to establish secure relationships with trusted adults and use an effective key person system to minimise the number of carers for each child. Consequently, babies settle readily into the nurturing nursery environment and are quickly calmed if they become distressed. They make good progress in their learning because staff provide age-appropriate play materials that stimulate and challenge them. For instance, babies developed their problem solving skills as they persevered at fitting stacking beakers together and building towers with bricks. Staff gradually introduce older children to the structured Montessori equipment as they are developmentally ready. Staff monitor and assess how children use the learning environments they create. They adapt them as necessary to provide play opportunities likely to attract all children. Children concentrate hard as they consolidate practical skills such as pouring. They use mathematical language as they count and compare while sharing play resources. Children know they are valued as individuals. Staff encourage children and their parents to share aspects of the cultural traditions they follow at home. They show children their home experiences are valued by learning phrases such as 'Happy Christmas' in children's home languages. Children are confident and independent; for example, they experiment and test out their predictions when rolling cars down a ramp. Babies engage adults' attention by conversational vocalisations, and receive responses that encourage them to continue to communicate.

Staff provide a safe, stimulating but challenging environment to promote children's health and physical development. They help children understand what goes to make a healthy lifestyle and how to keep themselves safe. They maintain all the documentation required to support children's welfare. They work very closely with parents to ensure that children with additional needs receive the care they need in order to flourish. Healthy eating is promoted well. Children enjoy snacks and meals that respect their individual dietary requirements and their parents' preferences. Staff are proactive in ensuring the snacks they offer conform to the most recent nutritional guidelines.

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?	2

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 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.