

Bay Tree Montessori School

Inspection report for early years provision

Unique reference number EY318998
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Inspector Maria Lumley

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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

Bay Tree Montessori School was registered in 2005. It operates from a converted factory in Winton, in Bournemouth and has spacious interconnecting play areas. There is a fully enclosed garden for outdoor play.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 65 children on roll all of whom are in the early years age range, of these 39 are in receipt of funding for early education. The setting supports children with learning difficulties and children for whom English is an additional language. The nursery is open from 08:00-17.30 each weekday, 51 weeks of the year.

The nursery employs a total of nine staff, who work full and part time. All staff hold appropriate early years Montessori qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff take excellent steps to promote children's welfare, learning and development. Children relish their time at the nursery school and thrive in the exceptionally well organised and calm environment. The setting puts a high emphasis on inclusive practice and staff liaise frequently with a wide range of external agencies to foster the welfare and progress of each child. The strong management structure of the nursery school promotes continuous evaluation and development in all areas 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:

- continue to review the organisation of nappy changing
- improve the systems for recording accidents and medication administered to children.

The leadership and management of the early years provision

The nursery school places a strong emphasis on working closely with parents and extended families. New families receive a detailed prospectus which includes information about the facilities, curriculum and policies. Children benefit highly from flexible settling in sessions, giving them time to adjust and become familiar with the environment and staff. This supports a smooth transition from home to nursery school. Parents are actively encouraged to spend time at the setting and they report that they are delighted to have the opportunity to do so. They frequently stay to observe their children playing and watching how they interact

with their peers. Parents report that staff are extremely welcoming, friendly and supportive. Parents meet formally with their children's key workers twice a year, in addition, daily discussions, written documents, photographs and video clips ensure parents are kept extremely well informed about their children's learning, development and time spent at the setting.

Highly effective management structures are in place and communication with all levels of staff and students is excellent. Robust procedures are in place for the recruitment and vetting of new staff, ensuring the suitability of adults working with children. Thorough induction systems are in place, informing new staff and students of all relevant information ensuring they promote children's welfare and safety. Regular staff appraisals identify additional training needs, staff demonstrate a strong commitment to continued learning, building on existing skills and knowledge. The dedicated staff work exceptionally well as a team, they are enthusiastic and committed to their roles. There is a seamless transition from one activity to another as the environment is exceptionally well planned and staff are effectively deployed. High retention of staff provides children with continuity. The owner and his staff have high aspirations for quality which is evident through ongoing improvements. The owner recently visited Danish Early Years settings, the trip having particular emphasis on forest school provision. This has inspired planning new equipment to further improve the already outstanding outdoor area. For example, four wooden posts from which canopies and hammocks can be secured.

Documentation is maintained to a very high standard, however, there are some minor weaknesses in the accident and medication records. Regularly reviewed policies and procedures are known to staff and shared with parents. Children's health and safety is very well promoted in most areas with effective systems in place. However, there are minor weaknesses at nappy changing times.

Children's welfare is extremely well safeguarded as the setting has clear procedures to follow should there be concerns about a child's well-being. There are efficient recording and reporting procedures to follow, which are underpinned by a robust statement on child protection.

The quality and standards of the early years provision

Children are excited as they arrive at the setting, they receive warm welcomes from staff who listen attentively to their news. Children enthusiastically investigate and learn as they enjoy a wide range of activities. They are learning to think critically and become active learners. For example, a group of children have great fun building wooden structures using planks of wood. The activity holding their attention for considerable time as they become completely absorbed in the task. The group work cooperatively, helping to lift and manipulate the planks into different positions until they create a wooden structure to their satisfaction. They then decide to build a ramp and balance additional planks on the structure. Staff observe from a distance, giving the children time to investigate and problem solve. The children then take risks in a controlled environment as they climb on and jump off their structure, staff remain close by, monitoring their play.

Children are highly independent, managing self-care skills throughout the day. For example, going outside, finding their own coats and Wellingtons and putting them on, successfully tackling zips and buttons. They select from a variety of inspiring activities and resources which are presented in easily accessible low level storage. This helps children become confident and self-assured. Children focus intently as they brush food dye onto pasta, post buttons through slots and use tweezers to move items from one container to another. They exhibit high levels of concentration at one to one presentations when staff explain how to use resources. For example, a child sits and learns how to calculate using the subtraction and addition strip boards. When they have completed the task the child says, 'One add two makes three'. The member of staff extends the activity by suggesting the child find the correct sand number three and trace over using their finger before writing.

Children have excellent opportunities to learn about nature and the world around them. They collect natural resources such as shells, stones, pebbles, seaweed, pine cones and display them on the nature table. Children use the encyclopaedia to study pictures of seasons, trees and flowers. Staff provide children with bunches of flowers, scissors, vases and water, and children make flower arrangements and position them on the lunch tables. Children plant, grow and care for plants, helping themselves to watering cans whilst tending the herb garden. They use scissors to cut off stems of rosemary, lavender and lemon thyme to make perfume, using a pestle and mortar to crush the herbs to release the smells. A child frequently smells the herbs to see if the smell is changing, saying, 'It smells nice, has it got all its smell out yet'. The children put the herbs into glass bottles, pour on water and screw on the lids. A child says, 'I will put it in the sun now so it turns into perfume, I will wear it every day'. Children take responsibility for clearing away after the activity and use sponges to clean the table and brushes to sweep the floor. Children's behaviour is exemplary. They show great consideration for each other and the environment. They are familiar with behavioural expectations and their acts of kindness and good manners result in a calm and happy atmosphere.

Children's development is assessed through a highly effective observation and recording system. This allows key persons to gain a clear picture of progress, so children's next steps of learning can be planned. This means that each child is able to progress at their own pace through the Montessori curriculum which fulfils the early learning goals.

The exceptionally well designed classroom leads directly onto a covered decked area and artificial lawn, this enables children to play both indoors and outdoors all year round. Children spend considerable time outdoors where they benefit from fresh air and exercise. They enjoy pedalling bikes and digging in the sand pit. Staff ensure that children are well protected from the sun. Children enjoy accessing the permanent snack area where they help themselves to sliced fruit, crackers and glasses of water.

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 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 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.