

The New Montessori Pre-School

Inspection report for early years provision

Unique reference number	EY330146
Inspection date	13/07/2009
Inspector	Daphne Prescott
Setting address	Methodist Church, Tarring Road, WORTHING, West Sussex, BN11 4ET
Telephone number	01903 535412
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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 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

The New Montessori Pre-School is run by a parents' management committee and it opened in 1999 and operates from a Methodist Church in Worthing, West Sussex.

A maximum of 52 children from two to under eight years may attend the pre-school at any-one time. The pre-school is open each weekday from 08:00 to 18:00 during term time. Children have access to a secure enclosed outdoor play area.

There are currently 96 children aged from two to under five years on roll, some in part-time places. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs 15 staff, of whom 14 hold appropriate early years qualifications. The pre-school uses the Montessori method for teaching. It receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their individual learning and development as the setting supports children extremely well. The setting has established good working relationships with parents and carers. Staff take time to work with them to find out about the particular needs of their child, to give them the appropriate care, which also promotes and supports every child's uniqueness. There is an effective system for self-evaluation in place, which enables the setting to improve the quality of care and education they provide.

What steps need to be taken to improve provision further?

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

- develop a system to establish staff's health suitability.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the procedure to be followed in the event of an allegation being made against a member of staff is included in the safeguarding children policy (Safeguarding and promoting children's welfare) 01/09/2009
- undertake a risk assessment for each and every outing (Safeguarding and promoting children's welfare). 13/07/2009

The leadership and management of the early years provision

The setting is well managed and runs very smoothly on a day-to-day basis, supported by a dedicated staff team. The management and staff team are fully committed to providing children with high quality play and learning experiences and this is clearly evident in their professional and enthusiastic interactions with the children. They have a very good understanding of the Early Years Foundation Stage (EYFS) and Montessori teaching ethos and the way that young children learn. Staff use their knowledge to plan exciting, challenging activities for children, they enjoy their work, and have lots of fun with the children. Children's individual needs are fully understood by staff and through regular observations their interests and the next step in their learning are identified and included in the activity plans. The setting has effective systems in place to evaluate practice and ensure improvements have a positive effect on children's learning and development. Furthermore, the setting has addressed the recommendations set at the last inspection and they show keen commitment and ability for continuous improvement.

The setting undertakes risk assessments to ensure that children are safe and play in a hazard free environment. All areas are regularly checked and levels of adult supervision ensure children's safety at all times. The setting has a record of risk assessments for most outings. However, there is no record for each individual outing that the children take part in. Appropriate fire detection and control equipment is in place to keep children safe. Staff are aware of their roles and responsibilities in the event of a fire and conduct regular evacuation drills with the children. The staff team are secure in their knowledge of safeguarding matters and implement these effectively to ensure children's well-being is given priority. The management team are clear in the procedures that they would follow if there is an allegation made against a member of staff or themselves. However, the procedures have not been included in the safeguarding children policy. Appropriate recruitment and vetting procedures are in place and used to assess staff suitability to work with children, with the exception of a process to establish health suitability.

The setting is very committed to working in partnership with parents and carers. There are frequent opportunities for parents to share relevant information with staff to enable them to meet their child's individual needs. Parents receive comprehensive information about their child's progress and are able to contribute to their children's education as they take part in the educational programme. They are able to speak to their children's key person at any time as well as at specific times, for example, when children are leaving to go to school. There is a range of policies and procedures in place to support the clear aims of the nursery which are shared with parents. Other information is shared with parents through the notice boards and regular newsletters. Parents speak highly of the quality of care their children receive and of the approachability of the staff.

The quality and standards of the early years provision

Children are very happy, secure in this well-presented, welcoming and attractive environment. They arrive excited, are pleased to see each other and staff, they soon become very busy and involved in their play and learning. Children have freedom to exercise choice from playing in or outdoors. They enjoy a lovely range of well planned; meaningful play experiences and they have access to a wide range of stimulating play materials and equipment that encourage children's learning and development. In addition, the setting ensures that they promote a good balance of adult and child-led activities, which allows children to be independent, imaginative and very active in their own learning. The setting ensures that all children make progress towards early learning goals in relation to their starting points, including those with learning difficulties and disabilities or those who speak English as an additional language. Key staff work well with parents and other professionals to identify individual learning needs, promoting inclusion for all.

Children benefit from the very good interaction with staff, who support them well in their play. For example, they make suggestions and ask questions encouraging children's thinking and language development through conversation. Children use a wide range of mark making equipment, such as pens, chalks and paints, which encourage their creative development. They spend time in the well arranged book areas reading alone and sharing books with others, often retelling the stories through use of pictures. Children are developing their understanding in problem solving, reasoning and numeracy through a variety of activities, which involve numbers, shapes and patterns using the Montessori equipment. The outdoor area provides children with daily opportunities to be adventurous under close staff supervision. They have a lovely time outside as they thoroughly enjoy playing with sand and water. Children also play imaginatively in the play house and having an enjoyable time climbing and steering wheeled toys. They are developing their knowledge and understanding of the world and its cultural and religious differences. For example, children see the wider world reflected in the toys and resources they use and in trips within the community. Children also learn about the world they live in through acknowledging events such as the anniversary of the landing on the moon. They work well together for extended periods of time making rockets and moon pictures by cutting and sticking different materials. Children take part in planting activities, growing flowers and vegetables in pots and planting seeds, supporting their learning in growing and caring for plants. They come together at group times to share stories, sing songs and share experiences personal to themselves.

Children thoroughly enjoy a well planned and sociable snack time. They enjoy a healthy selection of fresh fruit for snack. Children choose their fruit by looking at the snack menu followed by washing up their plate and cup and leaving the table presentable for others. Good discussions take place during this relaxed time about healthy foods and children's experiences, which build on children's knowledge and confidence. Parents provide a packed lunch for children who stay all day. Drinking water is constantly available for children to help themselves and they are gently reminded to drink ensuring that they are not thirsty. Children develop good

personal hygiene routines as they wash their hands willingly before eating and after using the toilet. They learn about keeping themselves safe as they enter into informative discussions with staff about safety both indoors and outdoors. For example, they discuss how to hold the small chairs correctly when they wish to move them from one area to another. Staff are positive role models for the children with their calm and friendly manner. Children follow this lead and their behaviour is good and they are well mannered towards each other and courteous to visitors.

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?	2
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?	2

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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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