

Queens Park Montessori

Inspection report for early years provision

Unique reference number

EY242933

Inspection date

11/08/2009

Inspector

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Setting address

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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).

Description of the setting

Queens Park Montessori Day Nursery opened in 1991. It operates from the ground floor of a private house, close to Bournemouth town centre, in Dorset. The nursery is privately owned and follows the Montessori method of teaching. The accommodation provides three separate play rooms for the different age groups and a sleep room. An office and staff room are located on the first floor. Children have access to an enclosed outside play area.

The nursery is registered on the Early Years Register to provide care for 29 children in the early years age group. There are currently 61 children on roll, of these 22 children are receiving nursery education funding. The nursery opens five days a week from 08:00 to 17:45, for 51 weeks of the year. Children attend for a variety of sessions. The nursery supports children with learning disabilities and difficulties and children for whom English is an additional language. There is a team of 10 staff who work directly with the children, including the owner who is supernumerary on most days. All members of staff, including the owner, hold an early years qualification. The setting receives support from the Local Authority and has recently received accreditation.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are settled and well cared for as staff have a good understanding of their individual needs. Children's independence is promoted well and they enjoy access to a broad range of interesting and stimulating play opportunities which supports their learning and development. Effective partnerships with parents build positive relationships and ensure the needs of all children are successfully followed. The ongoing monitoring and evaluation of the provision helps identify areas for further improvements to enhance learning experiences for children.

What steps need to be taken to improve provision further?

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

- review organisation of the early part of the morning to ensure children are kept sufficiently occupied, and develop role play further to enrich children's learning experiences
- review sleep room provision to ensure all potential risks to children have been identified and minimised
- develop the current format to assess children's progress to include systems to help identify any gaps in children's learning and development, and continue to extend challenges for children to help them reach their full potential.

The leadership and management of the early years provision

The provision is well organised with the required documentation maintained to promote children's safety and welfare. Staff have recently reviewed the policies and procedures, which include detailed recruitment and vetting arrangements to check staff's suitability to work with children. Clear security measures are put in place and effectively followed by staff to ensure that children are protected at all times. Risk assessments and ongoing checks are carried out so children can play freely and safely, although some potential risks within the sleep room have not been fully minimised. Staff inductions and ongoing training help to ensure staff are clear of their roles and responsibilities and support their continual development. Children are safeguarded as staff have a secure understanding of child protection issues. High levels of qualified staff who know the children well ensure children feel comfortable, settled and secure. The nursery has a strong commitment to continuous improvement with staff, parents and children encouraged to contribute their ideas for future development. For example, the outdoor play area has recently been re-developed to enrich children's learning experiences. The nursery links closely with the local authority to monitor its provision, recently gaining accreditation under the quality standards.

The play environment is well-planned with play rooms set out to cater for the different age groups. Children access a good variety of resources, although during the early part of the day when children arrive insufficient activities are organised to keep all children occupied. Staff work together well as a team to ensure that children's needs are supported, regularly communicating between the rooms to ensure relevant information is exchanged. As children progress through the nursery, information is passed on from key persons and parents which means children's settling-in is well supported during the transition.

Staff establish good working relationships with parents and the regular two-way exchange of information with parents supports staff in meeting children's needs. Parents are provided with comprehensive information about the provision through the nursery booklet, notice boards and regular newsletters. Meetings and questionnaires are organised to seek parents' views in ways to further develop the nursery. Parents receive regular information about their child's care through the daily information sheets and informal discussion with key persons. Children's individual learning journals are sent home regularly to actively involve parents in their child's learning. Staff use diaries via parents to share details about children's development with other settings children attend, which helps to promote continuity of children's care and learning.

The quality and standards of the early years provision

Children are happy and settled and enjoy their time at the nursery. They have good relationships with staff and are confident to make their needs known as they can be sure of a friendly and caring response. Babies explore with confidence and seek out familiar staff when they need support and comfort. Staff know the children well as individuals and support them effectively in making good progress

towards the early learning goals. Detailed observational assessments are completed to successfully monitor children's achievements and identify the next step in their learning, although, clear systems to help staff identify any gaps in children's learning are not yet established. The older children develop good independence in practical skills as they manage their own clothing, pour drinks and access their snacks themselves. Children are involved in a broad range of learning experiences, for example, they learn about nature and living things as they plant vegetables and flowers, and water and care for them to make them grow. They are able to follow their interests and enjoy selecting their own activities both inside and outdoors successfully promoting their learning and development. Staff are close by to offer support and interact well with the children, although, on occasions opportunities to further challenge children could be extended.

Children develop a strong sense of belonging as they have named coat pegs and their individual work is valued and displayed for parents. Children are confident and use language well to communicate, showing curiosity and lots of excitement as they talk about the ladybird and caterpillars in the garden. The younger children have fun as they join in action rhymes, such as 'Dingle, dangle scarecrow'. Children access various activities and equipment which helps to develop their counting and problem-solving skills. Children of all age groups regularly explore creative activities, such as paint, sand and water, although, opportunities for role play are limiting for children. Children behave well, they learn to share and take turns during the activities and quickly find a job to do when it is time to tidy up. The regular praise and encouragement received from staff helps to boost their confidence and self-esteem.

Children's welfare is promoted effectively. They learn about keeping themselves safe through the gentle reminders by staff, such as not to run inside and the importance of sitting on their chair properly. Children learn about leading healthy lifestyles and have regular activities throughout the day to support their physical development. Staff follow clear daily routines to maintain a hygienic environment, and children are taught about managing their own personal hygiene, such as cleaning their teeth after lunch. Children learn about the importance of eating healthy through the provision of nutritious and well-balanced meals and snacks.

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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