

Lamb Setts Montessori Nursery School and Out Of School Club

Inspection report for early years provision

Unique reference number	EY216890
Inspection date	10/08/2009
Inspector	Lynn Rodgers
Setting address	c/o Lamb Setts Montessori Nursery, 26-28 Chapel Street, Mosborough, Sheffield, South Yorkshire, S20 5BT
Telephone number	0114 248 6960
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Lamb Setts Montessori Nursery School and Out of School Club has been registered since 1994.

The setting is privately run. The building has three levels and the nursery is situated over the first two floors within a pair of converted terraced houses. There is a fully enclosed outdoor play area.

A maximum of 46 children may attend the nursery at any one time. There are currently 95 children on roll. Of these, 39 children receive funding for nursery education. There are currently 32 children attending the out of school service. The nursery is open each weekday from 08.00 to 18.00 for day care and 07.45 to 18.00 for the out of school care, for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

All children share access to a secure enclosed outdoor play area. There are a total of 16 rooms for use. Children come from both the local and a wider catchment area. The nursery currently supports children with special educational needs and also supports children who speak English as an additional language. The nursery employs 19 staff. Eleven of the staff, including the manager hold appropriate early years qualifications and there are three staff who are working towards a qualification. The nursery follows the Montessori teaching approach to learning.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The provider demonstrates a sound understanding of their strengths and areas for development, which effectively contributes to the on-going improvement of the service. The setting meets the needs of the children through; encouraging the parents to share information regarding their child's interests, dietary and religious requirements, the use of comforters, and getting to know their key worker. There is a very welcoming atmosphere, and several visits prior to children starting, are arranged to ensure they settle well. The setting operates an open door policy, staff always find time to talk to families and reassure them and all children are included. Continuous improvement is developed through; listening to parents and the children, respecting their wishes, welcoming any suggestions and regular self- evaluation of the practice.

What steps need to be taken to improve provision further?

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

- promote children's independence by providing more opportunities for them to serve themselves at meal times
- ensure students are fully supervised by their key workers, at all times.

The leadership and management of the early years provision

Self-evaluation is beginning to be developed positively by the manager and staff. They discuss any areas for improvement during team meetings and include parent's comments and suggestions, as well as the children's wishes. The system for carrying out risk assessment is robust, with daily checks on all areas accessed by the children, and any hazards are noted, along with the action taken to rectify them. Similarly with outings, the staffing ratios are doubled, and first aid equipment and emergency contact numbers are taken with them to ensure the safety of the children and staff. All documentation pertaining to the care and education of the children, is in place, regularly reviewed, and staff are fully trained and vetted. The staff are deployed effectively for the safe and effective management of the setting, and children's individual needs are fully met in accordance with parent's wishes.

The planning of children's activities is appropriate, supports children's learning towards the early learning goals, and all areas of development are covered. There is a wide range of adult and child led activities that take into account children's interests and stages of development. Staff use the Montessori method of teaching, to ensure the children become active learners, possess a sensitivity and intellectual ability to absorb and learn from their environment. Assessments and observations are highly detailed with the children's starting points and next steps clearly identified. Children's information is recorded along with who has parental responsibility and accidents and medication issues are logged and signed by parents. The children's attendances are noted, emergency contact numbers and details of the authorised persons established and parent's wishes are respected.

Staff have the ability and training to administer emergency first aid treatment and there is appropriate public liability insurance cover. The manager carries out regular staff appraisals, where they discuss training, effective working practice, and any worries or issues. Staff have their own self appraisal forms, which they bring to the meeting and go through it together. There is a system for the monitoring and supervision of all students, however, there are times when the student's are not fully supported. The setting is registered as investors in people and receive support from the local authority. Improvements since the last inspection have been fully addressed and met. The setting reflects its on practice through; staff meetings, everyday checks, staff pass on their views and ideas, there is a suggestion box for staff and parents suggestions, and the children are asked for their ideas and views.

The outcomes for children are for them to be, ready for the next step of the enjoyed learning, to lay foundations to enable them to become confident, active learners and enjoy positive first experiences. Partnerships with parents and carers is extremely positive. They are fully informed about what their children do and what progress they make. Staff hand over verbally, share daily care sheets, pass on newsletters and information letters, and written, end of term reports. Parents have access to their children's development records, are invited to view slide shows, and attend the Saturday morning workshops. There are reading schemes

for parents to share with their children at home. They are given a choice to access the planning for homework sheets, take the learning journals home, and a toy to share with the family. Links with other settings is established through, shared communication, visits to each setting by both sets of staff to enable the transition periods for the older children to be an enjoyable experience.

(Inclusion)

The quality and standards of the early years provision

Adults show a very good understanding and knowledge of safeguarding children. They follow the procedures of the local safeguarding children board, and all staff have completed basic or advanced training in this sensitive area. The manager is responsible for child protection issues and staff know the procedure for recording any concerns. Adults help children to feel safe through; regular discussions about stranger awareness, stray animals, holding hands, and walking carefully on the pavements. The children wear reflective wrists straps on walks, babies and toddlers go in their prams. The children follow basic rules, which include, no running inside, are involved in tidy up times, respect each other, tuck chairs under tables, and inform staff of any broken toys and spillages. Children are taught about crossing roads safely, they look and listen for any vehicles, and find a safe place to cross. They talk about space awareness, not bumping into each other and being mindful when playing on the bicycles.

Food and drink served is very healthy and nutritious, and meets children's dietary and religious requirements. There is a written menu showing a well balanced and varied diet. Staff clean and set tables, wear disposable gloves when handling food, and encourage the children to sit together. The staff support and serve the children and they are encouraged to wait and be patient. However, there are limited opportunities for children to serve themselves and therefore promote their independence at these times. Children are encouraged to follow the routines for promoting personal hygiene skills. Physical activity is fostered during in, and outdoor activities and play situations. The children have access to all areas, use good quality resources and equipment and enjoy the time spent at the setting. Fire evacuation is practiced regularly with all the children and they know the routine and follow the staffs' lead. There are systems in place for sleep and rest times, appropriate toilet and changing facilities and staff are on hand to aid and assist the children. The children are encouraged to share, take turns, be kind and considerate and help each other. There are basic rules to follow, and children are encouraged to be responsible for their own actions and how these can effect others. Positive praise is used to raise children's self-esteem and make them feel important.

Activities are age appropriate, have a good balance of adult and child led situations and children have access to all the areas. Children are very vocal, confident and happy to talk about their pictures, what they like to do and their favourite things. Examples of children's work is on show around the setting. Children's creativity is positively fostered. For example, kitchen utensils strung on the fence outdoors for children to make music, hand painting, and older children making bead jewellery. Children can confidently name colours, make a set pattern with the materials and

talk about what they are doing. Children are beginning to learn the days of the week, care for the nursery pets, and access dressing up and role play activities. Children have meaningful discussions with one another, respond to adults, relate experiences, and ask questions. Staff integrate well with the children, talk to them, ask open ended questions to enable them to work things out for themselves. The children have access to books, games, sing songs, and the very young children are encouraged to say their names, make baby noises, using facial expressions and rhymes. Children have access to computers, learn basic math, recognise some letters and numbers and are able to match for size and shape, build with various construction, recognise colours, and explore using different objects.

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?	3
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