

# The Lavender Lodge Montessori nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY274018
<b>Inspection date</b>	21/01/2010
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<b>Setting address</b>	St Johns Park Lodge, Park Road, Burgess Hill, West Sussex, RH15 8HQ
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## Description of the setting

The Lavender Lodge Montessori nursery operates from a converted lodge on the edge of a park in Burgess Hill and first opened in 2004. It is privately owned and is one of five settings owned by the same provider. It is divided into four individual rooms, these include areas for play activities and also quiet areas for babies and toddlers to rest. There is an enclosed outdoor area. A maximum of 26 children, in the early years age range, may attend the nursery at any one time. The nursery is open Monday to Friday from 8.00am to 6.00pm all year round. Children attend for a variety of sessions. The nursery serves Burgess Hill and the surrounding area.

There are currently 37 children aged from birth to under five years on roll. The setting is in receipt of funding for nursery education. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children who have special educational needs and/or disabilities, or who speak English as an additional language. The nursery employs seven staff, of these, six including the manager hold appropriate early years childcare qualifications, the other is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children receive excellent support from a staff group that enjoys their company and knows them extremely well, helping them feel secure and confident. Staff are extremely well supported, motivated and inspired by the highly experienced and skilled management team, who have a clear commitment to them and the nursery as a whole. The setting works closely with parents and other providers, helping to support children's development and learning. The setting has an excellent capacity to maintain continuous improvement as they regularly evaluate and make positive improvements to the care that children receive.

## 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 develop the range of resources in role play that reflect a variety of cultures, such as clothes, cooking utensils and toys

## The effectiveness of leadership and management of the early years provision

Safeguarding responsibilities are well understood. Staff are clear about the signs and symptoms that indicate abuse and are fully aware of the procedures to be followed should concerns arise. This protects children from potential future harm. Safety in the setting is taken seriously and children are effectively protected by

robust systems for arrival and collection. The building and grounds are secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments, which are regularly reviewed, enable staff to identify and address potential dangers quickly. Careful recruitment and appraisal procedures ensure that all adults working with the children are both suitable and well prepared for their role.

Excellent partnerships are established with parents and carers, who all receive a daily information sheet regarding their child's care. Systems to assess children's progress are extremely effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. Children's development files are always easily accessible to parents who have good opportunities to contribute to their child's record of achievement. Their contributions to these files are highly valued by staff, ensuring the ongoing continuity of care for each child. Links with other providers are effective and promote the integration of care.

The owner and management team work well together, they have a vision of where they are going with the nursery and have in place systems to help them achieve their goals. The staff team are effectively supported by them and all are committed to continually improving the setting. Staff meetings enable all staff to be involved in the nursery's development. They also effectively use reflective self-evaluation, discussion and questionnaires to ascertain views of staff and parents and to identify areas for improvement. The nursery has addressed the recommendation made at the last inspection by ensuring that the administration of medicine record is confidential to each individual child.

Children use an exceptional range of good quality toys and resources; these are well maintained and appropriate to their age and stage of development. Staff deploy themselves extremely well and organise space, time and resources effectively to meet children's needs. They are motivated and create an environment which successfully supports children's learning and development. They recognise when to intervene and join in and when to allow children to play on their own. Staff have a positive attitude towards equality and diversity; they regularly plan activities which help to develop an understanding of a range of cultural backgrounds. However, the setting has identified that further improvements could be made by increasing the range of resources available for role play that reflect diversity. Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions.

## **The quality and standards of the early years provision and outcomes for children**

Children are very happy and extremely well settled in the nursery. Daily activities are very well planned taking into account children's individual interests and needs. Next steps in their learning and development are clearly identified and provided for, and their progress, interests and achievements are clearly recorded. These records show the very good progress children are making towards the early

learning goals and successfully engage parents in their child's learning and development. Children develop excellent levels in independence as they choose their own activities and freely explore the exceptional range of Montessori resources. Children's speech and language skills are very well promoted as staff are skilled in engaging children in lively conversation which helps to extend and promote their vocabulary. Sandpaper letters and exploration of different letters and sounds encourages children's understanding of the alphabet and there is good provision in place to promote children's early writing development. Children skilfully use and recognise numbers in everyday activities. They count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Montessori resources are used continually to help encourage children's physical skills, such as pouring, transferring and threading. Topic work and practical activities arouse children's natural curiosity and develop their exploration and investigation skills. They learn about nature as they observe the 'mini beasts' with magnifying glasses during outdoor play. There are many resources freely available for children to make their own pictures and experiment with art and craft materials. This enables children to develop their own creativity and explore using a range of textures, media and techniques. All children enjoy exploring in the sensory room; they show delight as they look at the patterns they make while sitting in the large child sized 'kaleidoscope' or as they play in the ball pool.

Children enjoy an extensive range of activities and experiences both indoors and out, which actively contribute to their good health and wellbeing. For example, daily access to outdoor play, regardless of the weather, ensures children develop physical skills and stay healthy. Lunch and snack times are social occasions when children talk and laugh with their friends and staff. They enjoy a freshly prepared hot lunch that includes fresh vegetables, as well as snacks that include fresh fruit. Children use a wide range of very high quality toys and resources appropriate to their age and stage of development. Children feel safe as staff have loving and caring relationships with them. They begin to develop an understanding of keeping themselves safe as they practise fire evacuation procedures. They also learn about road safety through outings and trips in the local area. Children's behaviour is excellent and they respond well to the high expectations and consistently good example of staff in saying 'please' and 'thank you' as appropriate.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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