

Moniques Montessori Day Nursery

Inspection report for early years provision

Unique reference number	127387
Inspection date	03/11/2009
Inspector	Joanne Wade Barnett
Setting address	41 Chipstead Lane, Sevenoaks, Kent, TN13 2AJ
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Type of setting	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

Monique's Montessori Day Nursery opened in 1989. It is privately owned and operates from a converted house on three levels. The nursery is situated in a residential area in Sevenoaks, Kent. The nursery is open each weekday from 08.00am to 06.15pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 27 children may attend the nursery at any one time.

There are currently 46 children aged from three months to under eight years on roll. Children come from the local and surrounding area. The nursery supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language.

There are 10 members of staff, eight of whom hold appropriate early years and/or Montessori qualifications and two are starting a Montessori qualification. Other staff are employed to support the running of the nursery. The setting operates in line with the Montessori educational philosophy and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals, ensuring that all children make progress in their learning and development. There are good procedures in place to keep children safe and secure. Methods for self-evaluation are effective, and identify the strengths of provision and ensure areas for development are generally addressed appropriately. Partnerships with parents/carers are very good and this has a positive impact on children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- ensure that parents have opportunities to add to their child's records on a regular basis
- clarify the record of risk assessments to show clearly when identified risks have been recorded

The effectiveness of leadership and management of the early years provision

Professional development is given high priority and all staff have a positive attitude towards updating their knowledge and skills through the completion of training. The nursery manager and her staff use the process of self-evaluation effectively by regularly reflecting on their practice and adapting the provision to enhance the learning programme.

Staff have a good understanding of both Montessori educational philosophy and the Early Years Foundation Stage (EYFS). Staff recognise the benefit of high quality, practical learning opportunities to support children's development. The daily routine is organised well with good staff deployment, ensuring children receive a good balance of child-initiated learning and adult-led activities. Staff sensitively support children's learning by interacting positively with children and asking open-ended questions, particularly in outdoor activities, where staff successfully extend children's learning without leading the play.

Staff carry out regular observations and assessments on children's learning, although at present, observations are not always consistently linked to the child's next steps. This means information gathered from observation is not always fully recorded and linked into future planning. Good communication between home and nursery encourages parents/carers to share information on their own children at regular intervals. However, an opportunities to allow parents to include comments regarding their children's learning and development is less evident.

Partnerships with parents/carers are good and feedback obtained from them is positive. They praise the high standards of care and the dedication of staff in meeting their children's needs. There is a wealth of information provided for parents/carers and staff regularly meet with them to discuss children's progress and personal needs. Relevant partnerships are in place with external agencies, where necessary, to support children's individual needs. Parents are informed about the provision through a variety of good information, including a prospectus and regular reports.

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

Children are very happy and settled in the nursery. They form strong relationships with staff and the other children, and are very kind and sensitive towards others. Children happily approach staff for cuddles and support, and staff are very responsive to children's needs. Good provision is in place to support children's learning and development. The nursery has a good range of resources, which covers all areas of play and learning. Staff utilise practical activities well to encourage children's learning. For example, children have good opportunities to develop their numeracy and literacy skills in the outside area.

Children develop a keen understanding of the importance of good health. They

excitedly try new and favourite foods at snack time, such as hummus and cutting their own vegetables. They enjoy freshly-cooked, nourishing meals. Drinks are readily accessible at all times. Children benefit from physical activity and develop skills in moving in different ways. For example, babies develop confidence in becoming mobile and older children use resources for pushing/pulling, balancing and crawling. Activities, such as digging in the garden, help to encourage muscle control, and older children understand the impact exercise has on their bodies as they recognise when they are becoming hot and thirsty.

Children are kept safe as the premises are extremely secure and staff are vigilant in supervising children at all times. Risk assessments covering health and safety both on and off the premises are carried out and recorded, although not dated. Regular checks are carried out on sleeping children to ensure all children are closely monitored to ensure their safety.

Children develop effective skills which contribute towards their future learning. They become very familiar with technology and use resources, such as computers and battery-operated toys, confidently and competently. Children have a very good awareness of mathematical concepts and this is extended well during practical activities. For example, children confidently use many of the Montessori equipment. Good use is made of outings to extend children's learning and broaden their experiences. For example, children enjoy outings within the local area. This helps to keep children interested in their learning and be motivated to ask questions and develop their understanding.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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