

# Bright Sparks Montessori School

Inspection report for early years provision

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<b>Unique reference number</b>	EY334579
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<b>Inspector</b>	Melissa Cox
<b>Setting address</b>	Gilbert Road, Frimley, Surrey, GU16 7RE
<b>Telephone number</b>	01276 677415
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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*.

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## **Description of the setting**

Bright Sparks Montessori School registered at this site in 2002 and was taken over by new management in 2006. It previously operated on two separate sites in Bagshot and Camberley. The nursery school operates from self-contained premises in Frimley, Surrey and serves families from the local community.

The nursery is registered on the Early Years Register for a maximum of 40 children in the early years age range, at any one time. There are currently 38 children aged from two years to under five years on roll. The children are accommodated in two groups of 20 in separate rooms. They share an enclosed outside play area. The school is open Monday to Friday during term time only, from 9:00am until 1:00pm or 9:20am until 1:20pm, times of attendance differ between the two groups. Children may attend for a variety of sessions. A packed lunch, provided by parents, is taken at each session.

The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is in receipt of funding for the provision of free early education to children aged three and four. All staff hold a relevant childcare qualification. The nursery has achieved accreditation through the Surrey County Council early years quality assurance scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's developmental and welfare needs are well met by staff that are committed and enthusiastic about the care they provide. Children enjoy their time in the group and make excellent progress in their learning. Children play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Staff offer an inclusive setting, committed to high quality care and education meeting children's individual welfare and learning needs well overall, working closely with parents to do so. The staff team work together effectively to identify and plan future improvements and are committed to furthering staff qualifications through training; consequently, the nursery has good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extending the phonics scheme further by considering the use of an approved system, for example, 'Letters and Sounds'

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

The outstanding leadership of Bright Sparks Montessori School ensures that the children are provided with a well planned curriculum covering the six areas of learning that engages them well, and results in them making good progress in their learning and development. They have a secure knowledge of the Montessori approach and the links with the Early Years Foundation Stage. The staff work well as a team, understand their role and responsibilities, know their children well and enjoy good relationships with them. A comprehensive range of activities are provided both inside and out of doors to support their learning, and in particular, there is a good emphasis on numeracy and literacy, with many of the children exceeding expectations in these areas. Children's safety is well regarded at the nursery as staff are knowledgeable and confident in the procedures to follow should they be concerned about a child or member of staff. Furthermore, supporting documentation is well written and clear, with copies given to parents to ensure a holistic approach to safeguarding. Systems to monitor the suitability of staff, students and volunteers are robust as all adults are checked, including detailed files that demonstrate their ability to carry out their roles. Regular risk assessments identify any potential hazards and record the steps taken to minimise these. Children learn how to keep themselves safe as they move around the setting because staff talk to them about good practices, such as not running inside the setting.

Staff share a positive vision for the setting. The manager and staff work together closely and all are actively involved in identifying and driving forward improvements. Teamwork is excellent due to good communication and yearly appraisals to discuss training and development needs. Staff are well supported to attend ongoing training to increase their knowledge and skills, such as child protection and safeguarding. Staff understand their roles and responsibilities and work very well as a team to promote very outstanding outcomes for children. They demonstrate a strong capacity to continually improve the service and drive improvement through evaluating practices and completing the self-evaluation form in order to identify areas of strength and areas for improvement. The previous recommendations have been suitably acted upon, improving outcomes for children.

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

Children are happy to attend this setting and enjoy learning in a safe and caring environment. They are provided with every opportunity to make their own decisions about learning and this enables them to follow their own interests. They are provided with a good balance of activities and can opt to engage in those led by adults if they wish. The setting provides a well organised range of activities covering the six areas of learning ensuring that it is adaptable for children of different ages. There is a free-flow of activity which includes the secure outdoor area, and has good links to aid the development of reading and number skills.

The curriculum provided creates an air of excitement and enthusiasm among the children as they quickly make their choice of activity. Adults are also skilled at engaging children in discussion to aid their learning and development through asking questions to challenge their thinking, as was seen in the counting activity, where staff encouraged a child to check her answers with a calculator. Staff are accomplished at knowing when to interact as children are offered lots of questions and supported as and when they need to be. In addition, their ability to adapt practice in order to take account of children with specific needs is good as they are flexible and inclusive, ensuring all children progress at their pace and ability. Planning takes account of their individual needs and as a result children are developing at their pace, with activities that are fun and that maintain and extend their learning. Children make excellent progress in relation to their starting points and are becoming confident and enthusiastic learners. Staff maintain detailed records of children's achievements which are recorded in their learning journals. These records are used to identify next steps in their learning for individual children and are also used effectively to guide planning.

Excellent attention is paid to children's safety and the children are shown how to carefully handle equipment and resources. The learning environment is secure and children are clear about staying safe within it. Regular opportunities are provided for physical activity and exercise, and the provision of fruit at snack time reinforces the practice of healthy eating. Enjoyment is clearly evident in all the provision made for the children and this ensures they make good progress. Counting skills are reinforced at every opportunity and many can count to 10 and above. All groups of children are making excellent progress in all areas of learning. They are learning to share and to take turns and to help with tidying away. They know how to operate equipment as they ably click the mouse and interact with the screen on the computer. Children are developing an extensive understanding of number through activities and equipment which are designed to build on what they know and challenge them to explore further. Their knowledge of mathematical concepts is very good. Children relish problem solving activities using the Montessori equipment. They correctly organise rods into steps of size. Children develop their understanding of quantity as they pour water into buckets and talk about them being full, half empty and heavy and use numbers freely in conversation and play. Children are becoming skilful communicators as they learn new vocabulary and use descriptive languages to express their feelings. Staff support this to high levels and are beginning to explore the further use of phonics in children's learning, through letters and sounds. Children begin to develop an awareness of groups of things changing in quantity as staff say 'you have three pieces left' when completing a puzzle. They develop their senses through exploring a range of different textures, such as shells and wooden objects. Children are becoming very aware that print carries meaning as they look at books and enjoy listening to stories. They have a great time laughing and having fun as they energetically join in action songs and enjoy singing with their friends. They are developing good reading and writing skills as they recognise their names and letters displayed in the environment. Children are developing very positive attitudes to their learning and this prepares them well for the future.

Children are developing an extremely good appreciation of a healthy lifestyle and enjoy playing in the fresh air as part of the healthy lifestyle staff promote and they

benefit greatly from the opportunity to challenge their physical ability. Children love to be outdoors as they run out excitedly to play. They are skilled at negotiating pathways while riding their bikes or build up great speeds as they pedal. Children and staff sit in small groups for meal times, creating a lovely homely and social atmosphere in which social skills and good manners are very well promoted. They are encouraged to enjoy their foods and chat with their friends. Children talk about their food likes and dislikes and staff encourage conversations on the benefits of healthy eating. At snack time children are able to help themselves to fresh fruits and pour their own drink, developing their own independence further. Children show they feel safe as they move around confidently, both inside and out. They are very well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are developing lovely friendships and are learning how to take turns and positively interact with each other.

## 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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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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