

# Casa del Bambini (Montessori)

Inspection report for early years provision

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**Unique reference number**

EY344219

**Inspection date**

19/01/2010

**Inspector**

Lilyanne Taylor

**Setting address**

Beechcroft, Ryde United Reformed Church, Upton Road,  
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**Telephone number**

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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*.

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## Description of the setting

Casa del Bambini (Montessori) registered at these premises in 2006. It is a privately owned setting and operates from the ground floor of a large detached house that is situated within the grounds of the United Reformed Church in the Haylands area of Ryde on the Isle of Wight. There is an enclosed outdoor play area. The provision is registered on the Early Years Register only and is registered to provide care for a maximum of 35 children in the early years age group at any one time. Currently there are 38 children on roll. Operational hours are Monday to Friday from 9:15am to 2:45pm during term time only. The proprietor works in the provision alongside five members of staff; the majority of whom hold appropriate early years qualifications. Aspects of the Montessori Method of teaching are followed and funded early education for three and four year olds is provided.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well as a team and their dedicated awareness of individual children's needs enables them to effectively nurture and promote children's welfare and learning. The setting is led by a competent and forward-thinking owner/manager who strives to ensure outcomes for children are positive. Children are making good progress towards the early learning goals of the Foundation Stage in all areas of their learning and development. Staff have embraced the introduction of the Early Years Foundation Stage (EYFS) and through training and self-evaluation they have successfully encompassed and implemented this within the setting alongside the principles of Montessori education. Systems for working in partnership with other EYFS providers are at this time in the process of being developed. All required documentation and procedures to ensure the safety of children is in place. However, some lacks the detail required in order to meet welfare requirements.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it identifies all aspects of the environment that need to be checked on a regular basis, and information of who conducted it, date of review and any action taken following a review or incident. (Documentation) 05/02/2010

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- continue to explore ways in which an effective partnership with all EYFS

providers children attend can be established.

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

Children are safeguarded. Staff are aware of the child protection procedures and know how to report any concerns that may be identified to protect the children who attend. Robust recruitment and vetting procedures ensure all people who come into contact with children are suitable to do so. The premises are kept secure and all visitors have to sign in the visitors' book. Staff have sound knowledge of all risks children may be exposed to while on the premises and on outings and how they intend to manage these. However, because records maintained do not reflect this knowledge the setting is in breach of welfare requirements.

Staff are actively encouraged to attend training courses to ensure their knowledge and understanding of the EYFS continues to develop, for the benefit of the children. They are deployed well around the setting which ensures all children are effectively supported and supervised. They spend their time purposefully engaged with the children building warm and trusting relationships, which has a positive impact on progress and learning. Sessions run smoothly and children benefit from an environment where space and resources are organised well. A wide range of materials and resources are stored on low, open-shelved units that are grouped according to the area of learning. This along with careful monitoring and planning ensures all children have the opportunity to participate in a wide range of activities.

Partnership with parents is strong. All parents receive a very comprehensive prospectus so they are aware of the care and education they can expect their children to receive. Information is gathered about children's individual welfare requirements such as allergies, dietary or medical needs when they commence attending as is information about children's starting points with regards to the early learning goals. This enables staff to begin to track and monitor children's progress. Children's learning and achievement records are shared formally and informally. In addition parents are able to take their children's records home at any time to share with extended family members. Regular newsletters keep them informed of activities their children will be doing while studying topics/themes and the expected learning children will gain from them. This enables parents to be fully involved in continuing their children's learning at home if they so wish.

At this time staff are currently exploring ways in which they can effectively liaise and work in partnership with other EYFS providers to ensure the learning and development of all children is able to be continuously supported.

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

Children feel safe and secure; they are happy at the setting where they are fully supported and actively encouraged to achieve and enjoy.

Children have very good opportunities to recognise their own name as they self-register on arrival and their coat pegs and work trays are labelled. They gain a good understanding that text has meaning through a variety of print displayed around the setting. Children enjoy having visitors to the setting and sit attentively to listen to stories which are read to them by a member of the mobile library. They sit together on the mat for registration and talk about the weather, day and date of the month.

Children show confidence as they happily talk to their peers and adults. Resources are easily accessible enabling them to self-select, explore and investigate. Their sense of belonging is promoted as they see evidence of their own creations displayed around the room and also photographs which show them engaging in various activities. Children have good opportunities to explore creativity through art and craft activities using various media.

Staff are adept at ensuring children gain the most learning from activities they engage in. For example, during a walk around the local area children correctly name the shapes of plaques on houses and road signs and identify the numbers written on the same. They smell the scent of a bay leaf and look at the texture and appearance of a holly bush. In addition children learn the rules for crossing the road safely. Children are developing their knowledge and understanding of the wider world through books, discussion and cooking activities.

Healthy eating is actively promoted at the setting and children enjoy varied fresh and dried fruits and savoury snacks which they bring in from home. They are able to choose what they have to drink from water or milk offered. Children adopt good habits for being healthy as they know why it is important to clean hands regularly, using soap and water. Self-care skills are developing; children are encouraged to visit the toilet themselves, make their own choices of play and pour their drinks at snack time.

Children's behaviour is good in the setting as they are fully occupied throughout a session, sharing and playing cooperatively with peers. They benefit from a wealth of praise and encouragement and compliments offered from the staff which has a positive impact on their self-esteem and sense of belonging.

The range of activities planned and the excellent role models provided by staff ensure children have the opportunity to develop a wide range of skills and the confidence to move easily into the next stage of their learning.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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