

# Grayshott Montessori

Inspection report for early years provision

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EY252880

**Inspection date**

05/03/2010

**Inspector**

Lisa Jane Cupples

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Grayshott Montessori Nursery re-registered in September 2002 with the current owner; it is one of two private nurseries that belong to the owner. It operates from a church hall in Grayshott, on the outskirts of Hindhead. The nursery has access to the main church hall, the kitchen, the toilets and a secure outdoor play area. The nursery serves the local community and surrounding areas and is open five mornings a week during school terms. Sessions are from 9.30am to 12.30pm every day with extended hours to 2.45pm on a Thursday. Children attend a variety of sessions.

The nursery is registered to care for a maximum of 20 children aged from two years to under eight years. There are currently 20 children in the early years age group on roll. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports a number of children who have special educational needs and/or disabilities.

There are four part time staff who work directly with the children. All the staff hold early years qualifications to a minimum of Level 3. The nursery offers the Montessori philosophy alongside traditional teaching methods.

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

Overall the quality of the provision is good.

All children are very happy and settled during their time at the nursery because staff take the time to get to know them and their families well. As a result, children's welfare, learning and development is supported successfully, helping them to make good progress towards the early learning goals. The well established staff team work well together, monitoring the overall effectiveness of the setting through continuous evaluation to identify their strengths and any areas for development. All the required documentation is in place and well maintained and most procedures are implemented effectively to improve the outcomes for all children at the setting.

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

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

- provide opportunities for parents to make contributions to their children's progress records to fully involve them in their children's learning and enable them to extend their children's learning at home
- further develop the use of the outside play area to ensure all six areas of learning are covered equally to build on the children's outdoor learning experiences.

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

Children are safeguarded effectively. All staff have a good understanding of child protection procedures and know how to implement these to protect the children. Parents are fully informed about the responsibilities of the staff team through discussion and access to the detailed written policies. All visitors are required to sign in and out of the visitors book, to ensure a full record of everyone coming into contact with the children is maintained. Robust recruitment and vetting procedures ensure that all adults working at the setting are suitable to do so and all staff have been vetted. The play and learning environment is safe and secure at all times and full written risk assessments are carried out and reviewed regularly to ensure the safety of the children.

Children benefit from the good relationship between the nursery staff and their parents. Information is shared openly and parents have access to their children's records at any time. However, they are not able to contribute to their children's progress records at this time to fully involve them in their children's learning. Newsletters and notice boards are used to keep the parents fully informed about changes and developments within the nursery, including any changes to policies and procedures. Home link books are used effectively to share information about the children's diet, sleep routines, day to day activities and general well-being during the sessions. Parents questionnaires are used to seek the views of parents and an open door policy helps to build strong relationships. The staff have systems in place to share information with other provider's of the Early Years Foundation Stage (EYFS) to ensure the children's care, play and learning in one setting complements another.

The nursery has made good progress since the last inspection and they have addressed all the previous recommendations. For example, snack time has been re-organised to ensure children's independence is promoted. The children help to prepare the fresh fruit and competently pour their own drinks. The owner has a clear vision for the nursery and is continually developing systems and procedures to fully involve the staff team as the setting moves forward. Daily routines, staff performance, records and individual activities are consistently monitored and evaluated to ensure they meet the needs of the children. The owner and the staff work well together. They identify areas for improvement through evaluation and address any weaknesses as soon as possible. For example, the organisation of the play room has been changed to ensure all children have full access to the activities and resources. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day.

All children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at low-level to ensure children of all ages can access the resources independently, promoting their freedom of choice and decision making skills effectively. Equality is promoted well within the setting and all children's individual needs are being met. They use a range of multicultural resources to learn about other cultures and beliefs and take part in topics and themes celebrating festivals, such as, Divali and

Chinese New Year. Positive images of ethnicity, gender and disability are displayed around the nursery and are positioned at the children's level where they are able to view them easily, extending their knowledge and understanding of diversity on a daily basis.

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

All staff have a very good understanding of the Early Years Foundation Stage and how to implement it effectively, to promote and support the children's good progress towards the early learning goals. Staff spend time observing what the children can do and use this information to identify their individual next learning steps. The next steps are then incorporated into the curriculum planning to ensure it reflects the individual needs of the children attending. In addition, key people organise and plan a range of focused activities alongside the main curriculum to ensure children are helped to reach their full potential. Staff get to know the children well and they are fully aware of the children's individual needs. As a result, interaction and conversation is purposeful, supporting the children, extending and challenging them as necessary to ensure they continue to make progress. All children in the nursery have fun and enjoy a wide variety of activities and experiences to promote their learning and development in all six areas. Staff are skilled at differentiating the activities to ensure all children gain the most from the experiences. For example, a broad selection of jigsaw puzzles are used and staff support each of the children appropriately; asking open-ended questions, showing them how to turn the pieces and, when necessary, encouraging them to figure it out on their own. Children are able to extend their own ideas in many different ways. For example, they use plastic scissors and a doctor's kit to make a hairdressing salon. Staff are asked to sit down while they have their hair cut and brushed, the children show them mirrors and ask if they are happy with it. Other children collect additional resources to build on their ideas, for example, they use building blocks and construction toys to make train stations and houses near the train set on the floor. Staff encourage the children to build on their ideas in this way and engage them in purposeful conversation. Children practise their emergent writing skills and count at every opportunity during the continuous routines.

Staff at the setting provide a nurturing and supportive environment for the children. They offer praise and encouragement throughout the sessions, ensuring all children feel safe and secure. Children begin to learn the importance of keeping themselves safe through discussion and routines. For example, children and staff practise regular fire drills to ensure they all know how to evacuate the building quickly and safely in the event of an emergency. Children are able to follow the simple safety rules and often remind others not to run inside the building. Children are beginning to learn about the importance of eating food that is good for them and a healthy lifestyle. They have access to the secure outdoor play area during the session to ensure they reap the benefits of the fresh air and they talk about how exercise is good for their bodies. Children have many opportunities to develop their physical skills, through climbing and balancing on the large apparatus. However, not all six areas of learning are covered equally outside to fully promote and extend the children's outdoor learning experiences.

Children's behaviour is good because they are busy and occupied in activities that reflect their own interests, throughout the day. Staff implement clear rules and boundaries consistently, so the children know exactly what is expected of them. Children are beginning to show consideration for others as they share and take turns with ease and older children often help the younger children to use the computer. Children have access to a variety of reference and fictional books throughout the sessions and know how to handle them correctly. Staff bring the stories to life, building on the children's everyday experiences, such as, talking about bedtime routines to make the activity real to the children. Children use electronic toys and have regular access to the computer, using the mouse and keyboard with ease and confidence.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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## **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