

# Montessori Pre-School Nursery/Holiday Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY338852
<b>Inspection date</b>	23/04/2010
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<b>Setting address</b>	Montessori Pre School, 127-129 Green Lane, MIDDLESBROUGH, Cleveland, TS5 7AD
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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

Montessori Pre-School Nursery is one of two day care settings owned by a private partnership and was registered in September 2006. It operates from a large converted house in the Acklam area of Middlesbrough. The nursery serves both the local and wider community. Children accommodate the ground floor of the building and are cared for in four separate rooms. They share access to an enclosed outdoor play area.

The setting is included on the Early Years Register and is also on the voluntary and compulsory parts of the Childcare Register. Up to 66 children under eight years may be cared for at any one time and there are currently 103 children on roll aged between 10 months and four years. Children attend for a variety of sessions and care is also offered to children between five and eight years during school holidays. The nursery is in receipt of funding to provide early education.

The nursery is open each weekday, all year round, with the exception of public holidays. It operates between the hours of 7.30am and 6pm. There are 14 members of staff employed to work directly with the children, excluding the nursery manager, and most staff work on a full-time basis. All members of staff hold an appropriate childcare qualification at varying levels, from a National Vocational Qualification at level 2, to Early Years Professional Status. Some staff members have also had in-house training in relation to the Montessori teaching philosophy, aims and methods.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery environment is warm and welcoming for children and they present themselves as being happy and settled. They have good access to most resources, activities and learning materials. Children are making good progress in their learning and development and older children have access to additional learning activities, such as French and Yoga lessons. Inclusive practice is promoted and children's individual needs are generally well met, however, the key person system is not consistently implemented across all rooms. The provider and staff are committed to driving improvement and a comprehensive self-evaluation process is implemented to support the continuous improvement of the provision. Action plans in place have resulted in good improvements since the last inspection, including a significantly improved outdoor play area.

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

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

- develop the key person system in classroom 1 so that adults spend more time with individual children and promote their language and communication

skills

- provide more opportunities for children to use writing in their play
- promote children's appreciation of and enjoyment of books and ensure that books and other materials that provide information or instructions are readily available.

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

Comprehensive procedures are in place to ensure that children are well safeguarded. Staff demonstrate a good knowledge and understanding of child-protection issues and of how to put procedures into practice. Comprehensive recruitment, induction and vetting procedures are also in place and ensure that adults working with children are suitable to do so. Appropriate risk assessments are undertaken for the premises and for outings and all relevant steps are taken to ensure a safe and secure environment for children. All records and documents required for the safe and efficient management of the provision are available and up-to-date, and confidentiality is maintained.

Most resources, including staffing, are well deployed. However, key workers do not spend sufficient time with individual children in class room 1. As a result children's language and communication skills are not always effectively promoted in this room. Children have easy access to a varied range of resources, however, information books and mark-making resources are not as readily available in all rooms, or in the outdoor play area. As a result children do not generally use writing in their play.

Staff have a positive attitude towards equality and diversity and ensure that all children are included and involved. The setting receives useful written information about individual children's requirements and family backgrounds, which is used as a basis for their individual care. Children's individual dietary requirements are well met.

The provider and staff have a very positive attitude towards driving improvement and have implemented a comprehensive self-evaluation procedure. Improvements are highlighted and action plans are put in place and support the continuous improvement of the setting. The outdoor play area has been much improved since the last inspection and all recommendations raised have been fully addressed. Staff also have a good attitude towards personal development and have access to ongoing training and development courses. Training attended since the previous inspection includes National Vocational Qualifications, first aid, safeguarding children, Early Years Professional Status, creative practices, Montessori, outdoor play, health and safety, and food hygiene.

The setting works well in partnership with parents and they are kept fully informed of their children's development and progress. Parents receive good quality information about the provision and have easy access to policy and procedure documents. Parents evenings are held and the provider actively seeks their views and comments. Nursery staff are developing good links with other providers

delivering the Early Years Foundation Stage. This ensures that information about children's individual learning is effectively shared.

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

Staff regularly observe and evaluate children's learning. Information gained is effectively used to plan the next stages in children's learning and to inform future planning. Children are achieving and are making good progress towards the early learning goals. They are happy and settled, enjoy their play and show an interest in the activities and resources available. Staff find out about children's individual capabilities and interest from parents and ensure that these are also taken into account when planning activities.

Children are helped to learn about safety through routines and activities, for example, they are involved in fire drills and learn about 'people who help us'. The fire brigade and police service have visited the nursery to support children's understanding of keeping themselves safe. Children also learn about safety when on outings, such as road safety routines.

Children are encouraged to adopt healthy lifestyles and receive healthy and nutritious meals and snacks throughout the day. They are also involved in discussions and activities around healthy living and know how certain food and drink affects their bodies. Preventing the spread of infection is well managed. Staff implement good hygiene procedures and children independently wash their hands, often without being prompted. Children have good opportunities to be involved in regular physical activity both indoors and outdoors, including movement to music and weekly yoga sessions. They use large equipment well when climbing steps, sliding, pedalling and sweeping. They also have access to various resources which help to promote fine physical skills, such as tweezers and a range of Montessori play equipment.

Children have a very positive attitude towards learning. They are busy and occupied and show confidence in making choices and participating. They are well-behaved and staff demonstrate a good knowledge and understanding of how to manage unwanted behaviour effectively and how to promote positive behaviour. Staff work closely with parents and with other support workers to consistently manage children's behaviour when appropriate.

Children have good opportunities through various activities to learn about their own cultural background and also gain awareness of the cultures and beliefs of others. They also learn to share and take turns and older children form good friendships with their peers. Older children also have access to French lessons and know how to say some words in French. They develop listening and speaking skills when using voice recorders. Older children also recognise their names and some of their friend's names. Children enjoy listening to stories read by staff, however, few children choose to look at books independently.

Children participate in different sorting and matching activities and can describe

simple and more complex two-dimensional shapes. Numbers are displayed throughout the indoor and outdoor environment and most children can confidently count beyond 10. They show an interest in numbers, participate in singing rhymes and count using their fingers. Children participate well in creative and role play activities, however, role play areas within the nursery have limited space, resulting in adults not being able to get fully involved in children's imaginative play.

Children have good access to information and communication technology equipment and other programmable resources. They also enjoy using torches and magnifying glasses. Knowledge and understanding of the world is a particular strength of the setting and children have lots of interesting opportunities for investigating natural objects, such as insects, tadpoles, plants and bird watching. They also learn about the world around them when involved in fund raising events and recycling activities.

## 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	3
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	3

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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