

Attlebridge Montessori Nursery School

Inspection report for early years provision

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Inspector	Georgina Emily Hobson Matthews
Setting address	Attlebridge Montessori Nursery School, The Stable, Church Farm, Old Fakenham Road, Attlebridge, NORWICH, NR9 5ST
Telephone number	01603865834
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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

Attlebridge Montessori Nursery School re-registered under new management in 2009. It is privately owned and operates from converted barn buildings in Attlebridge, Norfolk. Children attend from the surrounding area. Access to the front of the premises is by steps, however, level access is available to the rear of the building. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and a maximum of 26 children aged from two to under five years may attend at any one time. It is open each weekday from 8.45am until 3.30pm during term time only. There are currently 24 children who are within the Early Years Foundation Stage (EYFS) on roll and the nursery is in receipt of government funding for nursery education. It supports children with special educational needs and disabilities, and children who speak English as an additional language. The proprietor employs five staff members to work with the children and each holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers children a welcoming and inviting environment and the caring nursery team plans effectively for each child's inclusion. The proprietor carries out an ongoing, thorough evaluation of her service in order to identify and target areas for improvement successfully. As a result, children make good progress within their learning and their welfare is promoted well. Positive partnerships are formed with parents and valuable links are made with some other EYFS providers who provide care for children in order to promote consistency of care and education.

What steps need to be taken to improve provision further?

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

- provide all practitioners with an up-to-date understanding of Local Safeguarding Children Board Guidance and procedures
- provide accurate information for parents with regard to the nursery's policies and procedures
- implement a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress and share children's learning and development records and any other relevant information with other EYFS providers when children attend different settings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of safeguarding issues as this is covered during their induction process. However, one staff member has not accessed training in order to keep up-to-date with Local Safeguarding Children Board guidance. After a recent review, comprehensive records, policies and procedures for the safe and efficient management of the nursery are in place. The nursery minimises potential hazards to children effectively with the use of robust, ongoing risk assessments.

Most staff members hold current paediatric first aid certificates and are able to take appropriate action in the event of an emergency. The nursery is clean and hygienic the enthusiastic management team strives to enhance outcomes for children. Tailored staff development plans are formulated to enable each staff member to update her childcare knowledge and to improve practice. Staff members have a good understanding of the EYFS and of how to support children's development successfully. They act as good role models, use a range of effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child and the nursery operates a key person system; procedures have been developed to involve all staff members. The nursery is responsive to children's individual needs and supports every child so that no group or individual is disadvantaged. Staff members have experience of caring for children with special educational needs and disabilities and adapt activities to provide equal access to activities and resources.

The nursery forms sound working relationships with parents in order to meet children's individual needs. It offers them information about the nursery and gathers some information from them about children's starting points before the commencement of care. The nursery prospectus, however, does not reflect current practice and the revised policies and procedures are not available yet to parents in order to fully inform them. A notice board and regular newsletters provide some information and parents have ongoing opportunities to share news about their children at the beginning and end of each session. Parents' satisfaction with the service is reflected in their extremely positive feedback. Valuable links have been formed with local schools in order to facilitate a smooth transition for children. However, when children attend other EYFS settings, relevant information is not shared in order to promote continuity.

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

The nursery team plans activities for each child based around the child's interests and regular topics and a record of each child's developmental progress is maintained. The nursery identified that the current assessments of children's development required review and a revised system is about to be launched.

Children develop an understanding of how to be safe at the nursery as staff members offer them clear explanations and gentle reminders such as to carry one resource at a time. Children learn about fire and road safety and of how to stay safe in the sun. They use a range of tools and equipment competently such as scissors, a whisk and age-appropriate knives and know how to handle and use these to keep safe. Children adopt healthy habits at the nursery. They develop good hygiene as they wash their hands before eating and after toileting. Staff members explain clearly why this is necessary and model how to wash thoroughly. Children learn about nutritious foods and are offered healthy choices at snack times. They have access to drinking water throughout the day and learn to drink when they feel thirsty. Children move with confidence in the nursery and have regular opportunities for outdoor play. They learn to climb and balance and develop their hand-eye coordination and ball skills with age-appropriate equipment.

Children develop a strong sense of belonging within the nursery and are happily engaged in play activities on their own, with others and with staff members. They respond well to expectations and assist responsibly in daily routines. Children display very good social skills. They interact well, show respect for each other, listen carefully and play cooperatively. For example, a small group sets up a board game, negotiates the rules, take turns and discusses which snail is the fastest or slowest as the game progresses. Children are confident to share news and to talk about their feelings with staff members and at circle time. Staff members encourage them to think carefully and to develop their language skills through the use of open questions. Children explore in a print-rich environment and learn that print carries meaning. They select books from a variety of inviting displays and listen intently to stories. Children recognise their names as they self-register and link sounds to letters in a variety of activities with the support of staff members. They have lots of opportunities to mark-make and to practise their emergent writing both indoors and outdoors with a wide selection of resources. Some children can write their names and additional words. Children recognise numbers around the room and during their play. They concentrate as they sort small resources and fill pots with sand and water. Children count in everyday activities and during their imaginary play. They think about bigger, smaller, higher and lower as they build towers. Children learn about different shapes, for example, as they make cylinders and cones from cardboard to construct a rocket and as they mould with clay.

Children explore the different textures of natural materials during their activities and observe changes to these as they grind wheat and grate small bars of soap. They are fascinated with snow in the garden and use a variety of utensils to gather this and build snow castles and snow rockets. Children grow beans and tomatoes, harvest apples and observe the growth of winter wheat. They explore the natural world as they have bug hunts, build dens, climb trees and make potions during Forest School sessions and learn about their community on walks. Children learn that there are different ways to communicate as they use simple French words. They have opportunities to operate equipment such as a remote controlled spaceship. Staff members plan creative activities, for example, children make colourful rockets. They also have free access to an inviting range of craft materials

to encourage their creativity. Children explore different materials such as sand, water and corn flour. Gentle music plays during each session and children join in enthusiastically with songs at circle time. They dance and make sounds and music with a variety of musical instruments. Children immerse themselves in role play in a home corner and create their own imaginary scenarios in small groups around the nursery.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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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