

Chichester Montessori Limited

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Chichester Montessori Limited has been registered since 1996 in a specifically designed building located in Runcton, near Chichester, West Sussex. The nursery has had new ownership since April 2002. The facility operates Monday to Friday all year round from 8.00am to 6.00pm. Full day care and sessional times are also offered. The nursery is set in a light, bright airy building with lots of space available to the children. There is an enclosed outside play space which includes a covered area and an all weather play surface.

The setting is registered to provide care for a maximum of 64 children in the early years age group. There are currently 105 early years children on roll. Of these, 45 children receive funding. The setting is registered on the Early Years Register.

There are 25 staff employed by the nursery; Of these, 19 staff hold suitable childcare qualifications and four members of staff are currently working towards their qualifications. The nursery combines the Early Years Foundation Stage with the Montessori method of teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery because the staff team take the time to get to know the children and their families well. Comprehensive policies are implemented consistently, providing all children with a safe and secure play and learning environment. All the required documentation is in place and most of the records are maintained to a good standard. The owner and the management of the setting use a range of evaluation tools to monitor the effectiveness of the provision to continuously drive improvement for the benefit of the children who attend.

What steps need to be taken to improve provision further?

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

- further develop the information gathered from parents about the children's starting points, with particular regard to their learning and development to ensure appropriate activities and experiences can be planned to meet their individual needs as soon as they begin to attend
- continue to conduct observations of each child's achievements and ensure each child's learning journey is completed consistently across the nursery to provide parents with the same quality of information about their children's individual progress
- extend the current format of planning to include the identified next steps of children's learning.

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively because the staff team have a good understanding of child protection procedures and know how to implement them to protect the children in their care. Full written policies and procedures are shared with parents to ensure they are fully aware of the settings responsibilities. Children enjoy a safe and secure environment because staff are vigilant and carry out daily safety checks and full written risk assessments to minimise the potential risks to children.

The setting has addressed all of the recommendations raised at the last inspection. For example, all visitors are now required to sign in and out if the building to ensure an accurate record of everyone coming into contact with the children is maintained. The new manager has a clear vision for the development of the nursery and is actively evaluating and monitoring all aspects of the provision to drive improvement. Detailed action plans have been drawn up and steps have already been taken to improve the organisation of the play rooms and the use of the outdoor play area. Staff training needs have been identified and the manager has arranged a variety of workshops to support the staff team with their development to improve the outcomes for all children.

All children have access to a wide range of multicultural resources on a daily basis. They learn about the wider world through planned topics and themes, covering festivals from around the world, such as Divali and Chinese New Year. World maps and positive images of diversity are clearly displayed around the play rooms, helping children to begin to recognise differences in a positive way. All children's individual needs are being met through the organisation of daily routines, which reflect the children's individual care plans. Children of all ages have access to a wide variety of activities, resources and play materials that are suitable for their age and stage of development, both inside and outdoors to enhance their play and learning experiences.

All children benefit greatly from the clear and open lines of communication between the parents and the staff team. Information is obtained from the parents before the children start to attend about their individual care needs, their interests, likes and dislikes. However, little information is gathered regarding the children's starting points in relation to the children's learning and development. Consequently, when children first attend staff spend time observing what they can do, which delays the planning for their individual needs. Parents have access to their children's progress records at any time and are able to make contributions about their children's learning. However, the quality of the information in the children's records varies greatly across the nursery. As a result, parents are not receiving the same amount or quality of information about their children's progress during their time at the nursery. The nursery has good links in place with local schools and other agencies to fully support all the children in their care.

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

All staff have a good understanding of the Early Years Foundation Stage and all children are making good progress towards the early learning goals. Staff spend time observing the children and record what they can do. This information is collated to identify the children's next learning steps. The curriculum is planned to ensure all six areas of learning are covered and children receive a well-balanced programme of activities and experiences. However, the children's identified next steps are not being used to effectively inform the curriculum to ensure activities are being provided at the right time for the children. Children benefit greatly from the good quality interaction between themselves and the staff team. Staff are attentive and respond quickly to the children's interests and individual needs. For example, children request additional resources to extend their own ideas and staff facilitate this well. Staff sit with the children and participate fully in the activities and support the children as they problem-solve and try to figure things out for themselves. The nursery makes very good use of the outdoor play areas and all six areas of learning are covered both inside and outdoors daily. This enhances the children's play and learning as they enjoy a wide range of experiences. Children grow flowers and water them each day. They practise their physical skills and reap the benefits of the fresh air as they use the wheeled toys, slides and hula-hoops. The outdoor area has an all weather surface and a sheltered area to ensure children can go outside all year round.

Children have time to experiment and explore a range of different media as they learn about different textures. They pour dried beans, rice and lentils on to trays and listen to the noise it makes. They use funnels and watch as the rice filters through disappearing into the bowl. Staff introduce new vocabulary at every opportunity and children's spoken language is developing well. They have access to books and enjoy listening to stories individually and in small groups. Children enthusiastically participate in circle time and clap their hands as they sing and confidently match actions to rhymes. Children count during their activities and recognise numerals around the learning environment. They use their imaginations well during role play and enjoy dressing-up, creating their own characters and storylines. Children make good use of the outdoor sand pit and staff facilitate the children's interest effectively. For example, children are very interested in a building site that is visible from the nursery. Staff acquired a toy cement mixer and children make a mixture with the sand and use trowels to build walls with the plastic breeze blocks. Children have many opportunities to express themselves creatively during art and craft activities, miniature world play and role play.

Children of all ages are beginning to learn the importance of keeping themselves safe. They are encouraged to wear sun hats when they play outside and children talk about how the hats protect them from the hot sun. Children understand the safety rules of the nursery, for example, they know they must keep the wheeled toys inside the tyre track area of the garden. Children practise regular fire drills to ensure they know how to evacuate the building quickly and safely in the event of an emergency. All children behave well because staff implement the clear rules and boundaries consistently. As a result, the children know what is expected of

them and begin to understand the difference between right and wrong from an early age. Children's self-care skills are developing well as they wash their hands at appropriate times with little or no encouragement. They learn about the importance of healthy eating and enjoy a wide range of fresh fruit for snacks. The nursery has a healthy eating policy that all parents are aware of to ensure children are provided with nutritious snacks and meals during their time at 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

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| 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

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|--|---|
| 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 | 2 |
| 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

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| 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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