



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY216890

DfES Number:

### INSPECTION DETAILS

Inspection Date 25/08/2004  
Inspector Name Wendy Taylor

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Lamb Setts Montessori Nursery School an Out Of School Club  
Setting Address c/o Lamb Setts Montessori Nursery  
26-28 Chapel Street, Mosborough  
Sheffield  
South Yorkshire  
S20 5BT

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Lamb Setts Montessori Nursery School  
Address 26-28 Chapel Street  
Mosborough  
Sheffield  
South Yorkshire  
S20 5BT

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Lamb Setts Montessori Nursery School and Out of School Club has been registered since 1994. The nursery serves children and families from the local and surrounding areas of the village of Mosborough, Sheffield. The building has three levels and the nursery is situated over the first two floors within a pair of converted terraced houses. Children under 2 years are accommodated on the second floor. Children aged from 2 to 3 years use one room and a conservatory on the ground floor. Children aged from 3 to 8 years have use of a central area and two adjacent classrooms on the ground floor. The kitchen is situated between the two age base areas and staff facilities are on the top floor. There is a fully enclosed outdoor play area.

The nursery is registered to care for 46 children. They are currently caring for 40 children of which twenty one 3-year olds and eleven 4-year olds are in receipt of nursery education funding. There are 18 children attending the Out Of School service. There are no children attending with special educational needs or for whom English is an additional language.

The breakfast club operates from 07:45 until 08:45 and after school from 15:15 until 18:00. The holiday club operates from 08:30 until 18:00. The nursery is open from 08:00 until 18:00 all year round except for Christmas and Bank Holidays. Children can attend the service either on a full, part time or sessional basis.

The owner and her daughter are joint principals and are both suitably qualified. The owners husband may also occasionally assist. There are a further ten members of staff working with the children including one member of staff from the nursery's other branch who provides relief and emergency cover. The majority of staff hold a relevant childcare qualification. The nursery follows the Montessori teaching approach to learning and has obtained the Investors in People Award.

The setting can receive support from the local authority.

### How good is the Day Care?

Lamb Setts Montessori Nursery School and Out of School Club provides good care for children. The environment is clean bright and welcoming and a happy atmosphere prevails. Safety and hygiene are both given high priority. Risk assessments are ongoing and hygiene routines and practices help to encourage children's independence and establish good habits.

Good planning ensures that all age groups enjoy a broad range of activities covering all areas of learning and enables them to make good progress. Assessments for children under three years include some spontaneous observations but are mainly tick list charts. Toys, equipment and materials are of high quality in all areas and are used very effectively to support the learning and developmental progress. Staff interaction is of a high standard and they work directly and enthusiastically with the children to support and extend the learning. Staff establish close relationships with the children who are valued and respected as individuals. Behaviour is very good and staff give this high priority in keeping with the Montessori approach. Mealtimes are very sociable occasions, children enjoy their food and have regular access to drinks. .

Parents speak very positively of the setting, in particular the friendliness and approachability of the staff. There are occasional Saturday morning workshops where parents are invited to view their child's records of progress and take part in activities. They do not often look at their child's records at other times. There are effective administration systems to ensure that all the required records and documentation are in place.

#### **What has improved since the last inspection?**

not applicable.

#### **What is being done well?**

- Relationships between staff and children in all areas are very good. Children respond well to the staff who are caring and enthusiastic. They create a happy atmosphere which enables children to feel secure and settled. As a result children are eager to come to nursery, they are confident and have good self esteem. They are each valued and respected and their individual needs are well met.
- Good planning for all ages ensures that a broad range of activities are provided. Children under two years enjoy a good range of tactile and creative experiences. All children are very involved and interested in their play and are eager to try new experiences. Children aged two to three years are well supported in their development. Staff encourage their growing independence and personal care and the children are very purposeful in their play. Children aged from three years concentrate and listen well and their language skills are particularly good. All staff set a very good example to the children by speaking to them clearly at all times.
- Staff work well as a team and communication between them is very good. They may rotate between the age groups, although one does remain

constant in each age base room for some time. However this is carried out sensitively to ensure continuity and consistency of care and so the transition processes are carried out effectively.

- Safety is given high regard both indoors and outdoors. There are ongoing risk assessments and weekly building checks. Sleeping children are within sight and hearing. They are checked at regular intervals and this is then recorded.
- Children's behaviour is very good. Having regard for the Montessori approach staff teach them the difference between right and wrong from an early age so that good behaviour is part of their own self discipline. Any problems that do arise are well managed by staff.

#### **An aspect of outstanding practice:**

The resources within the setting are of high quality. In particular are the many dozens of story sacks that have been hand made and put together by the owner. Each contains a variety of items that are used to support the learning. This enables a story to be brought to life and provide much more meaning for the children if the characters or some elements of the story can be seen, held or heard. For example, The Very Hungry Caterpillar, Topsy and Tim Have A Birthday and Old McDonald Had A Farm are just a few. Children may count the various foods that the caterpillar ate, watch a relevant video or play a worm game. More confident children can re enact or repeat parts of the story in anticipation encouraging their language skills and their sense of recall. Their developing concentration skills are well supported as they respond enthusiastically and with enjoyment to the increased stimulation of the visual aids which can last for up to an hour, and all areas of children's learning is most effectively reinforced (Standard 3).

#### **What needs to be improved?**

- the assessment procedures for children under 3 years so that spontaneous direct observations are used more to monitor children's progress
- the child protection policy to include the procedures to be followed in the event of an allegation of abuse being made against a member of staff.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Review the assessment systems so that more direct observations are used to monitor the progress of children under three years.
13	Extend the child protection policy to identify the procedures to be followed in the event of an allegation of abuse against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Lamb Setts Montessori Nursery School provides high quality care for children which enables them to make very good progress towards the early learning goals in all areas.

Teaching is very good and staff have a sound knowledge and understanding of the foundation stage. Children's progress is monitored using assessments and the information is used to plan the next stages of learning. Staff interaction is of a high standard and they confidently engage children in conversation and question and challenge their thinking. Staff deployment is very good and they have a clear understanding of their roles and responsibilities. A broad range of activities and outings are provided and the resources and materials are of very good quality and are used well to support and extend the learning. In particular the resources to support children's mathematical development are excellent. Teaching methods, many of which incorporate the Montessori approach are very good and have a positive impact on children's learning. Staff have high expectations of children's behaviour which is very good and is well managed by staff through positive reinforcement. Staff set a good example to children by speaking very clearly to them and as a result children's language skills are well developed.

Leadership and management are very good and have a positive impact on staff morale. Staff are valued and their professional development through further training is well supported. They display commitment and motivation in their work and overall there is a shared commitment and understanding towards good early years practices and the desire to continue to improve the quality of care and education.

Partnership with parents is very good and they speak well of the service. They receive good information about the setting, however, foundation stage information is more limited. Parent's direct access to their child's records is somewhat restricted although they can view records on Saturday workshop days.

### What is being done well?

- Staff interaction is of a high standard. The adults are enthusiastic and well motivated which has a positive impact on the children's learning. Close relationships are established between staff and children and as a result children are extremely happy to come to nursery. They relate well to each other and a strong sense of belonging is fostered. This is further supported through local walks and outings such as visits to the local shops, village church and the fire station.
- Teaching methods, many of which incorporate the Montessori approach are very good. For example the welcome group time at the start of each session is very effective. Children learn to listen and concentrate well and each child's contribution is valued. The innovative use of an object held in turn by each

child can enable the less confident to contribute. As part of an accompanying song a small sweeping brush is held and children say what they would like to be, for example a princess. Group times using story sacks have an equally positive impact on the children's learning. Children's concept of time is developed when they walk the birthday line and remember they were once babies and that dinosaurs lived long ago.

- Children's mathematical development is well supported. The Montessori room is particularly well resourced and through either planned or free play activities the use of stimulating resources enables children to learn in a practical and meaningful way. As a result their mathematical skills are well developed and they are very confident in the use of number and counting.
- Staff speak to children in a very clear and concise manner. They always give children explanations for new activities or of what is happening next. Children follow this example and most are articulate and confident when expressing themselves.
- Planning covers all areas of learning and enables children to experience a broad range of stimulating activities which they eagerly take part in.

#### **What needs to be improved?**

- the information given to parents regarding the foundation stage
- the opportunities for parents to access their child's record of achievement at any time.

#### **What has improved since the last inspection?**

Very good progress has been made in addressing the key issues raised at the last inspection. Three and four year olds have regular opportunities to practice their emergent writing skills through planned and practical activities such as the notepad in the shoe shop and when they write their names in the signing in book. Letters and labelling are displayed in the Montessori room and around the other areas to support the children's efforts. This has encouraged children to practice their writing skills spontaneously as well as at planned times

Creative materials are stored on a self selection unit enabling children to make their own selections from the materials to support the opportunities for their free expression and encourage spontaneous as well as planned use of their design and making skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very well motivated to learn and work well both independently and in group activities, they are eager to try out new ideas. They confidently express their needs and thoughts, taking responsibility for their own tasks and personal care. They relate well to each other and the adults caring for them and have a strong sense of belonging to the nursery. Behaviour is very good and children learn to share, take turns, and show consideration for their environment and for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well and they confidently express themselves during group times and in one to one situations. They use language to create real and imagined experiences and listen and take turns in conversations. They enjoy the story sacks and listening to stories and looking at books which are often linked to the topic or theme. Children's writing is developing well and they are able to recognise and sound out letters of the alphabet, especially those in their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about counting and number through many very good activities such as counting the teddies in bed. Most children can count reliably beyond 9 and are able to count and compare groups of objects and know which has more or less. Children confidently name basic shapes, matching them to those they see in the environment. They use mathematical and positional language such as over and under. Children compare size and quantity and often record their findings on charts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children understand patterns of change such as the weather and when baking. They find out how and why things work when they take a clock apart and can use the computer confidently and purposefully. They learn about their environment and local community through interesting outings and visits and observe the natural world for example when looking at snails. They develop a strong sense of time when they walk the birthday line and develop a positive respect for different lifestyles and cultures.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and safely, negotiating space well both indoors and outdoors. They develop good control and confidence when using outdoor equipment such as the climbing frame, wheeled toys and throwing bean bags into the basket. They control their bodies when they run and stop, move to music and are aware of the changes in their bodies such as becoming hot after exercise. They repeat and refine their skills, for example when working with malleables, pencils, glue, and scissors.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore a variety of media and materials and can name many colours and know that some can be mixed together to make others. They listen to a variety of music such as classical and steel bands and are aware of sounds and sound patterns when using musical instruments. They have good opportunities to develop their senses such as when tasting and describing food and use their imagination such as trying shoes on the dolls in the 'shoe shop' and then making them lunch.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report however consideration should be given to the following;
- review the information given to parents regarding the foundation stage
- review the opportunities for parents to access their child's record of achievement at any time.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*