



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122645

DfES Number: 511838

INSPECTION DETAILS

Inspection Date 18/02/2004
Inspector Name Patricia Oakley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Daisy Chain Montessori Nursery
Setting Address St Lukes Hall
New North Road, South Park
Reigate
Surrey
RH2 8LZ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Daisy Chain Montessori
Address New North Road
Reigate
Surrey
RH2 8LZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Daisy Chain Montessori Nursery (Reigate) has been registered under the joint ownership of Rana Ahmed and Emma Prestwich since 1999.

The proprietors also own two sessional nurseries in Bisley and Purley.

The nursery operates from a single storey period building in a residential part of south Reigate, Surrey and has sole use of the premises which consists of an entrance area, one large hall, toilet facilities, an office, a kitchen and staff facilities.

An secure outdoor play area is also available, consisting of a large grassed garden with play equipment and an enclosed paved area.

The nursery operates Monday to Friday from 08:00 - 16:30, 50 weeks of the year and provides full and part time care and education for children age two to five years.

There are 40 places available, however most sessions operate with no more than 24 children.

The nursery is in receipt of early education funding for three and four year olds.

The staff team of five, including both proprietors have a range of Montessori and Early Years qualifications. The nursery also accepts students into the setting for work experience, under the supervision of qualified staff.

A member of staff with a current first aid certificate is present at all times.

Staff have experience of caring for children with special educational needs.

Daisy Chain combine traditional early learning teaching methods with the Montessori philosophy and specialist equipment is available to support this approach.

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

How effective is the nursery education?

The provision for nursery education at Daisy Chain Montessori Nursery is of good quality overall. Children are making generally good progress towards the early learning goals.

Children are making generally good progress in knowledge and understanding of the world and creative development and very good progress in all other areas.

The quality of teaching is generally good. Staff have a secure knowledge of the early learning goals and how they relate to the Montessori method of learning. They plan a variety of interesting and stimulating activities that motivate children to learn. They understand how children learn, however planning lack detail of how activities will be adapted for children who complete tasks quickly or more slowly. Resources are generally good and well organised to support children in their learning although at times are limited to support children's imaginary play. Children respond well to the high expectations and challenging tasks set by the staff. Children behave well and are confident independent learners.

Assessment of children's progress is based on Montessori teaching and recently introduced local education authority system. It is generally good overall, but does not provide a clear basis for planning the next steps in children's learning.

Leadership and management of the setting is generally good. The supervisors have developed a staff team who are well qualified and committed to improvement. Close liaison is established with the local authority to support children with special educational needs.

Partnership with parents is generally good. They are welcomed into the setting and receive detailed information about the group. However, although the Montessori method is explained, there is insufficient detail of the areas of learning to help parent be fully involved in their child's learning. They are well informed about their child's progress and have good opportunities to share their experiences of the children's learning at home.

What is being done well?

- The setting has created a calm and stimulating environment for learning in which children make very good progress in personal, social and emotional development, communication, language and literacy mathematical and physical development.
- Staff have a secure knowledge of the Montessori method and the early learning goals. They are well qualified and experienced.
- Relationships are very good between staff and children and children are well

motivation to learn.

- Staff value what children do and encourage them to listen to others. Children are interest in learning and have a strong sense of community.
- Staff have high expectations for behaviour and use praise well which encourages children's confidence and their independence as learners. Children behave very well.

What needs to be improved?

- plans, they lack detail of how activities will be modified for older and younger children and any who have special educational needs or finds learning more difficult;
- information for parents and carers as it does not include details of the early learning goals;
- resources to support some aspects of imaginary play.

What has improved since the last inspection?

No documentation regarding the action plan was available as there has been a change of ownership since the last inspection.

The new owners say that more opportunities have been provided for imaginative play and a patio has been built to enable use of the outdoor space for physical activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, emotional and social development. Children concentrate well, are interested and motivated to learn. They are confident independent learners who have good self esteem. Good relationships between children and children, and between children and adults helps children to behave well and have good self control. Personal independence is high and children share, take turns and are considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show good language and communication skills as they retell events in their lives. They enjoy listening to and joining in stories. They confidently recognise their names and learn to write them and simple words with well formed letters. They enjoy books and use them for reference to support activities. They understand how books work, however some books are worn and uninviting. They learn other languages such as French.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. They benefit through a range of purposeful activities which help them count each other and count to twenty in French and German. They recognise and use numbers confidently. Mathematical language is used to compare numbers. Children have a good knowledge of shape and space, and make interesting patterns. They accurately solve problems such as pouring enough water into containers. They enjoy tracing sand numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. A wide range of activities give children good opportunities to explore living and natural things. They learn about different materials and have a clear understanding of pattern and change. They enjoy building models and finding out about the area they live in. They learn about other cultures through festivals such as Chinese New Year. However, opportunities to use information technology are not fully developed.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. Children are set challenges to develop large and small muscle skills through the Montessori programme. Staff give support and encourage new learning. They help children to join in through plenty of praise. Children move around with good balance and co-ordination and enjoy action songs. Children pick up materials and use equipment and materials such as clay with increasing control. W. none noted.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in creative development. Children enjoy making cards to celebrate special occasions. They draw freely and paint interesting pictures. They enjoy role play, however a lack of appropriate resources in the 'garden centre' for example sometimes inhibits the quality of their imaginative play. Children join in musical activities using their voices and percussion instruments and everyday things to make loud and soft sounds.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Key Issues:
- extend planning to include detail about how activities will be adapted for the different age groups and for children who find learning more difficult or finish first;
- extend information for parents and carers to include detail about the six areas of learning.

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.