



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 151116

DfES Number: 538621

### INSPECTION DETAILS

Inspection Date	03/02/2004
Inspector Name	Carol, Patricia Willett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tigglets Montessori Nursery School
Setting Address	Crondall Scout Centre Pankridge Street Farnham Surrey GU10 5RQ

### REGISTERED PROVIDER DETAILS

Name	Mrs CANDY HEAD
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## 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

Tigglets Montessori Nursery School opened in 2001. It operates from Crondal Scout Hall and accommodation used includes two halls, kitchen and toilets. The Nursery serves the local village and surrounding towns.

There are currently 25 children from two to under five years on roll. This includes funded three-year-olds and four-year-olds. The setting can support children with special needs, and who speak English as an additional language.

The Nursery opens five days a week during school term times. Sessions are from 09.15 to 15.30 Monday to Friday. Children attend for a variety of sessions. Children staying all day bring packed lunches.

Three full time staff and two part time staff work with the children, three have Montessori qualifications and the other two are working towards suitable childcare qualifications. Local meetings with schools and pre-schools are attended, and support and advice is also received from the local partnership (EYDCP).

### How good is the Day Care?

Tigglets Montessori Nursery School provides good quality care for the children. Children are ready to learn and well cared for. Caring, friendly staff with good experience and a commitment to ongoing training and updating skills, work well together as a team to provide a welcoming environment. The manager has a good understanding of requirements of registration and appropriate documentation is in place. Minor adjustments are needed to some documentation.

Staff are vigilant about safety and supervision of the children. Children are encouraged in their independence and personal hygiene and they wash up after snacks. Risk assessments are carried out with the premises being mostly safe. Adequate temperatures need to be maintained throughout all areas used by the children.

Children are warmly greeted and welcomed into the group; close liaison with parents ensures all their needs are met. An interesting range of activities are planned and carried out in conjunction with the Montessori materials and assessment records to support children's learning. Staff have good interactive skills to extend children's learning and form good relationships with the children. They act as good role models using praise and encouragement, which ensures children are co-operative and behave well. Children arrive happy and enthusiastically into the group and are eager to share their experiences and items from home.

Good relationships are forged with parents. They are provided with good quality information about the nursery and the children's development. Parents have positive regard for all aspects of the nursery and are very happy with their children's progress, which is shared via children's profile records. Parents form an advisory group to support the staff.

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

The previous inspection was a transition inspection and did not identify areas for improvement.

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

- Staff are friendly, caring and interested, encouraging the children well, using good questioning skills to extend children's learning and thinking. Children enthusiastically take part in all activities developing very good independence skills. A range of activities covering all areas of development that enable children to make good progress in the Foundation Stage.
- Premises are used effectively to support and develop children and there is a good range of toys and equipment that is enjoyed by the children and freely accessible. Staff are vigilant about children's safety.
- Children are encouraged in their personal hygiene they wash their hands and wash up their cups and plates. They are treated with respect and concern and are greeted daily and made to feel welcome.
- Staff work closely with parents to ensure individual needs are met. The development of good relationships with parents enables sharing of information about children's needs on a regular basis.
- Staff act as good role models using praise and encouragement for good behaviour. Children are well behaved and able to accept boundaries. Good techniques are used when dealing with unwanted behaviour.

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

- maintenance and monitoring of an adequate temperature throughout all areas used by the children
- children's safety in the small hall

- documentation including; the provision of means to record incidents; behaviour policy to include statement on bullying; recording of accidents to ensure confidentiality; procedure to be followed for serious accidents.

### 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
6	make sure that low-level glass panels are safe or inaccessible

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

### How effective is the nursery education?

The provision at Tigglets Montessori Nursery is acceptable and of high quality. Children are making very good progress to the Early Learning Goals in all areas with personal, social and emotional development being well fostered.

Teaching is very good. Montessori resources are used well by staff to develop children's skills and knowledge and understanding. The staff team work well together to ensure the smooth running of the group knowing their roles and responsibilities. Most of the staff have good knowledge of the Montessori curriculum and Early Learning Goals. Good teaching strategies extend children's thinking and learning. Staff know the children well. Staff are good role models, they are caring, friendly and respectful, managing children's behaviour well. Assessment records show children's progress and are linked to the stepping stones.

Leadership and management is very good. Good teamwork is evident. Staff are well deployed, feel valued and supported. They are encouraged to continually update their knowledge and skills. Regular meetings and monitoring and evaluating practice ensure the consistency and the smooth running of the group.

Partnership with parents is very good. Parents are welcomed into the group. They regularly share knowledge of the children through informal conversations. A more formal session takes place in the spring term. Parents are provided with good quality information through newsletters, notice board and prospectus. Most parents have good regard for all aspects of the provision, valuing the staffs friendly manner, interest in the children and the structure of the nursery and how the children love the staff. Parents have formed an action group to support the nursery, develop social contacts and raise funds.

### What is being done well?

- Children's personal, emotional and social development is very good. Children are happy and confident and can operate independently within the environment. They can share and take turns. Good behaviour is encouraged through praise and encouragement of the staff.
- Children are given good opportunities to develop mathematical skills through the planned program. Good resources introduce children to many mathematical concepts; they order number rods by length and match objects to numbers with puzzles.
- Children have good co-ordination skills and enjoy a variety of activities to promote physical development. They can ride bikes and cars and walk on a balance beam backwards and forwards. Fine motor skills are well developed, they can spoon rice into a container, use tweezers, paint brushes, scissors and pencils with increasing skill and concentration.

- Staff are friendly and caring and manage children's behaviour well using good strategies to deal with unwanted behaviour. They use good teaching strategies to ensure children's learning and thinking is extended.
- Children particularly enjoy listening and joining in with stories, which are enhanced by the good story telling skills of a member of staff.

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

- Children have limited opportunities to develop skills in using programmable toys
- Adult led craft activities give limited opportunities for children to create from their own imaginations.

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

This section is not applicable as this is the first education inspection since registration

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident. They know the routine well and settle quickly, engaging readily in conversation with staff and each other. The arrangement of the provision, activities and resources allows children to develop good independence skills. They freely select resources and pack away afterwards. Children behave well; they are co-operative and can take turns and share. Staff act as good role models using good praise and encouragement.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good language skills. They enthusiastically share details of family life and what they know. Staff constantly talk to children demonstrating good questioning techniques to extend thinking and learning. Children enjoy and join in well with stories. They mostly sit and listen to each other at show and tell. They enjoy singing with the music teacher and join in from memory.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given good opportunities to develop mathematical skills through the planned program. Numbers of children are counted at registration. Songs are used to reinforce counting and subtraction. Effective use of resources introduces children to many mathematical concepts; they order number rods by length and match objects to numbers with puzzles and games. Staff provide interesting activities for children to learn about shapes and positional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about other cultures through interesting topic work learning about the Chinese New Year. Children know about the natural world by exploring the field and children bringing interesting things they have found such as water snails. The children enjoy finding out about technology exploring nuts and bolts, padlocks and keys and magnifying glasses. They need more opportunities to use programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently throughout the nursery. They have good co-ordination skills and enjoy a variety of activities to promote physical development using a range of equipment such as balance beams and hurdles. They manoeuvre ride on toys with skill going backwards as well as forwards. Fine motor skills are well developed through a planned program of activities involving spooning rice into a container, using tweezers, paint brushes, scissors and pencils with skill and concentration.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy matching words to actions singing with the music teacher. Colour and texture are well explored through interesting activities including making dormice and nests. Children develop their senses through smell, touch and feel with the sensorial materials. Adult led craft activities give limited opportunities for children to create from their own imaginations.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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:*

- provide opportunities for children to develop skills in using programmable toys and information technology
- provide resources, materials and opportunities for children to be creative using their own imaginations.

*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.*