



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221620

DfES Number: 515937

### INSPECTION DETAILS

Inspection Date	11/11/2004
Inspector Name	Susan Christine McGuire

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Montagu Square Day Nursery
Setting Address	Montagu Street Eynesbury St. Neots Cambridgeshire PE19 2TL

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Montagu Square Day Nursery
Address	Montagu Street Eynesbury St. Neots Cambridgeshire PE19 2TL

## 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

Montagu Square Day Nursery opened in 1998 and operates from six rooms (including the kitchen) in a converted public house building. It is situated in a residential area in the centre of Eynesbury. A maximum of thirty three children may attend the nursery/pre-school at any one time. The nursery is open each weekday from 07:30 to 18:00 for fifty weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently thirty five children aged from birth to five years on roll. Of these, eleven

children receive funding for nursery education. Children come from the local area. The nursery can support children with special educational needs, and also children who speak English as an additional language.

The nursery employs fourteen staff. Twelve of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

Montagu Square Day Nursery provides good care for children.

There is a clear management structure throughout the setting and staff carry out their roles and responsibilities confidently. Staff are well-qualified and a high adult/child ratio is maintained so children have a good level of support. The rooms are organised to meet the developmental needs of the children using them, being bright and cheerful, well-resourced and decorated with children's art-work. All required policies are in place although these are not always easily available, although they can be accessed on the setting's computer.

Staff are very aware of safety issues and vigilant about observing the movements of children around the setting. Good procedures are followed to protect children from persons who are not vetted, and staff do not work in isolation. Allergy information is

displayed prominently in all areas to prevent accidental offering of unsuitable food. Snacks and meals are prepared freshly on the premises. Older children are beginning to manage their personal hygiene independently.

Children are very happy and settled in the nursery, relating well to staff and each other. Staff plan and provide a range of stimulating activities for all age-groups, and adhere to the individual routines of babies for sleep and food. Staff are beginning to take account of the Birth to three Matters when planning for under three's. Older children are encouraged to make choices about how they spend their day. Behaviour is managed well, with children responding to the clear boundaries set by staff. resources provided include some which give positive images of ethnicity and disability so children are learning about equality through play.

There is a good partnership with parents. They enjoy good relationships with staff and are provided with a wide range of written information about the nursery. Parents of babies receive diaries as well as verbal information about their child's day.

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

At the last inspection the setting agreed to improve one aspect of record keeping. Permission for the seeking of any necessary emergency medical advice or treatment is now sought at the time of registration of children with the nursery. Staff are therefore able to act in the children's best interest should a medical emergency occur, knowing that they have parents' agreement to do so.

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

- The provision for under three's is excellent. Staff plan and provide a good range of sensory experiences for the children who enjoy the mirrors, light-catchers and feely boxes they have regular access to. Staff are flexible within their planning and are confident to take opportunities for outside activities e.g. digging for worms after the rain.
- Staff show a commitment to on-going training and the owner encourages professional development by providing opportunities for them to put new ideas into practice.
- The premises is bright and cheerful and kept in good repair, providing a welcoming environment for children and their carers.
- There is a happy atmosphere in the setting with lots of fun and laughter. Staff relate very well to the children and each other, providing good role models for the children.
- Children respond well to adult expectations of behaviour which are gently but clearly explained. Their self-esteem is fostered through the consistent, appropriate use of praise and encouragement.

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

- the accessibility of documentation.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
14	Ensure that documentation is easily accessible for inspection at any time.

## 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 Montagu Square Day Nursery is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff know the children very well. They foster good relationships and create a relaxed yet stimulating environment where children are confident to try new experiences. Staff have an excellent knowledge and understanding of the Foundation Stage and the early learning goals and are skilled in taking opportunities to extend activities for older, more able children. Planning is clear and balanced, covering all six areas of learning successfully. Staff take good account of children who do not attend daily when carrying out activities. Assessment is used effectively to plan the next steps of learning for individuals.

Leadership and management is very good. The relationship between proprietor and staff is friendly and supportive. Thorough procedures are followed for the recruitment and induction of new staff who are also invited to a 'welcome evening' to promote good relationships between colleagues. Professional development is encouraged and training needs supported. Staff carry out their individual management roles and responsibilities well. All involved are committed to the on-going improvement of the setting, carrying out regular self-assessment and working co-operatively with outside agencies e.g. the EYDCP and the NDNA.

The partnership with parents is very good. Parents speak very positively about the setting and enjoy relaxed relationships with staff. Staff give parents many opportunities to be partners in their child's learning. Good quality information is provided about the Foundation Stage and planning is displayed. They are invited to take part in activities e.g. Minty Bear, shared book scheme. Parents evenings provide opportunities for them to experience activities first hand.

### What is being done well?

- Children's confidence and self-esteem is being fostered very well. They are also learning to share, take turns and consider the feelings of others, thus encouraging them to form successful relationships with their peers.
- Children show an enjoyment of group-stories and access books freely for their own pleasure or to share with others. Staff provide many opportunities for children to use language so they are forming a good foundation on which to build literacy skills.
- The quality of teaching is excellent. Staff have a very good understanding of the Foundation Stage, which enables them to plan a wide range of appropriate activities and to set appropriate challenge for children's individual stage of development. They are also skilled in recognising unplanned

opportunities to extend learning for older, more able children.

- The everyday routine is used well to give children opportunities to develop mathematical thinking. They are confident in counting objects and can recognise and sequence numerals correctly.

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

- opportunities for children to have choices within adult-led craft activities
- the use of role-play to develop children's imagination.

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

Very good progress has been made in implementing the action plan drawn up to address the two key issues identified at the last inspection.

Resources provided now include a books, posters and dolls which give children positive images of diverse cultures. Planned activities include celebrating the festivals of other cultures as well as that of children's own.

The parents' brochure now contains up-to-date information about the early learning goals, and full explanations of these are also displayed beside the pre-school room.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children display a high level of involvement in activities. They concentrate well in whole groups and persist with self-chosen tasks. They have good relationships with staff and each other and so are confident to initiate discussion and to express their desires and dislikes. They have a good sense of self through positive interaction with families. Most children are sharing and taking turns and considering the feelings of others. They behave well and are independent in their self-care.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are using language well to express ideas and to negotiate with each other in play. They also speak confidently in whole groups. Most children enjoy stories and staff encourage them to predict and recall. Many children access the book corner freely for their own pleasure. Topic displays show children that books also carry information. Children are very confident in recognising letter shapes and sounds. Staff provide a variety of mark-making games including tracing in sand and gloop.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to count and calculate in practical, everyday activities. They are confident in their recognition of shape and colour and can sort and compare using appropriate language. Most children recognise numerals and can sequence them accurately. Staff take unplanned opportunities to encourage children to recognise patterns and to problem-solve e.g. choosing appropriate sized containers for objects. Children experience weight and measures through planned activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are developing a good sense of time and place through topics which explore the local community and the wider world which include the celebration of festivals of their own and other cultures. Staff encourage children to observe change through such activities as growing vegetable from seed and then making the results into soup. I.T.skills are being developed using computers and pixies to support topic-work. Children freely construct using a variety of materials and methods of joining.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children's skills in running, pedalling, steering, balancing, climbing and hand-eye co-ordination are being developed well in both the indoor and outdoor play areas. They are learning a sense of personal space through planned activities and everyday routines such as group time on the carpet. Children use a variety of tools with increasing skill e.g. pencils and scissors, and they are beginning to choose appropriate tools for a purpose and to effect change e.g. for playdough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Staff provide planned activities which encourage children to use all senses and to explore a variety of media and materials for expressing their ideas, although not all staff give children sufficient choices within adult-led craft activities. Children are enthusiastic singers and spontaneously move rhythmically to music. They enjoy participating in themed role-play, inviting adults to become involved in the scenario, but have less-frequent access to resources for self-initiated role-play.

**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 but consideration should be given to the following:
- further develop children's imagination by giving more encouragement to contribute their ideas in adult-led craft activities, and more frequent opportunities to participate in child-initiated role-play.

*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.*