



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146048

DfES Number: 514814

INSPECTION DETAILS

Inspection Date	07/05/2003
Inspector Name	Nikki Whinton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	College Fields Montessori Nursery School
Setting Address	College Fields MARLBOROUGH Wiltshire SN8 1UA

REGISTERED PROVIDER DETAILS

Name	College Fields Montessori Nursery School
------	--

ORGANISATION DETAILS

Name	College Fields Montessori Nursery School
Address	College Fields MARLBOROUGH Wiltshire SN8 1RY

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

The College Fields Montessori Nursery School moved to the present site, near to Marlborough Leisure Centre, in 1992. The nursery operates from it's own timber, single storey building, which provides one large play room, kitchen and toilet facilities. It serves the local area.

The setting is registered to care for a maximum of 24 children aged from 2 to under 5 years old. There are currently 52 children on roll. This includes 26 funded four year olds and five funded three year olds. At present there are three children attending with identified special educational needs. There are currently two children attending with English as an additional language. Children attend for a variety of sessions.

The nursery opens five days a week for 48 weeks of the year. Session times are 09.15 to 12.15/13.15, 12.15/13.15 to 15.15 pm, or all day from 09.15 until 15.15.

There are two full-time and three part- time staff working with the children. Three staff have relevant early years qualifications, including Montessori training. One member of staff is currently undertaking training. The current owner, from 2000, has continued to follow the Montessori teaching method. The setting also receives support from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

College Fields Montessori Nursery School provides satisfactory care overall for children aged two to five years.

The playleader and staff are suitably qualified and experienced. The premises are clean, well maintained, warm and welcoming. There is no procedure for ensuring new staff understand their responsibilities or for consistently recording adults and children's daily arrival and departure.

Staff have a good understanding of hygiene, health and safety issues. They are well

deployed and supervise children carefully to ensure their safety. Parents do not currently acknowledge children's receipt of medication. Emergency treatment consent is not available for all children. Staff treat every child as an individual and are aware of their differing needs. Activities and resources reflect equality of opportunity and anti discriminatory practice. An appointed staff member has completed special needs training but opportunities are missed to support children with speech delays and English as an additional language. Staff are aware of child protection issues and procedures.

Good staffing ratios enable staff to provide children with individual attention, but there is limited variation in free choice activities available. Children are well occupied and interested in the range of easily accessible activities and resources offered, but there are limited opportunities for children to develop their imaginative play. Staff listen carefully to children, using indirect questions to make them think. They use observation and assessment effectively to plan for children's future learning. Staff have high expectations of behaviour and encourage positive behaviour. However, they are not always consistent in dealing with inappropriate behaviour.

Staff have a very good relationship with parents. There are effective procedures for sharing information, progress and achievements with parents.

What has improved since the last inspection?

At the last inspection the group was asked to develop policies and procedures for outings, administration of medication and complaints. They were requested to keep a record of visitors, incidents of physical restraint and significant incidents and ensure that all required records were retained for at least two years.

The group has developed suitable policies and procedures regarding outings and complaints. Paperwork is now available to record incidents of physical restraint and significant incidents. All documentation is now retained for at least two years.

What is being done well?

- Staff are well deployed within the setting and on outings to ensure the safety of the children.
- Staff treat every child as an individual and are aware of their differing needs.
- Children are well occupied and interested in the range of activities and resources available.
- Staff use observation and assessment effectively to plan for children's future learning.
- Staff have a very good relationship with parents. They are kept well informed about the provision and their child's progress.

What needs to be improved?

- procedures for ensuring new staff are aware of their responsibilities;
- documentation, ensure parents sign to acknowledge when medication has been administered to children and written parental permission for the seeking of emergency medical advice or treatment is obtained;
- special needs, support for children with speech delay and English as an additional language;
- documentation, procedures for recording the daily arrival and departure times of adults and children.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	ensure the daily attendance record is accurate and up to date	07/05/2003

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

Std	Recommendation
2	ensure procedures are in place so new staff have a good understanding of their responsibilities
7	ensure parents sign to acknowledge when medication has been administered
7	ensure written parental permission is obtained for the seeking of emergency medical advice or treatment
10	ensure appropriate support is provided for children with speech delay and English as an additional language

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

How effective is the nursery education?

Children make generally good progress towards the early learning goals.

Staff know the children well and carefully monitor their achievements, planning activities to appropriately extend and challenge them. The staff give high priority to the personal, social and emotional development of the children, who make very good progress in this area. They are confident, independent and eager to learn. They are generally very well behaved although staff are not always consistent in their behaviour management.

The quality of teaching is generally good. Staff give very good support to most children, whilst using the variety of Montessori equipment. They make good progress in linking sounds and letters, exploring shape and recognising numbers and counting and develop good hand eye coordination through using a range of equipment. However staff are not always clear about what children are to learn from free play activities, or they are not involved in their play. As a result, learning opportunities are missed, especially in the role play area and some areas of mathematics. Children do not have opportunities to learn about and use everyday technology.

The partnership with parents and carers is very good. Parents are kept well informed about all aspects of the nursery and the Montessori approach to teaching, although they are less well informed about the early learning goals. Staff keep records of children's progress and these are freely available to parents. Parents have informal and planned opportunities to discuss their child's progress with staff. Parents are encouraged to be involved in their child's learning by helping on outings, sharing their skills and bringing in objects for topics.

The leadership and management of the nursery is generally good. There is very good communication between the owner and her staff, who are encouraged to be involved in all areas. Staff are clearly led and work well together as a team.

What is being done well?

- Staff create a calm and purposeful atmosphere where children are confident, concentrate well and are eager to learn.
- Children regularly enjoy looking at books and using them as a source of information. They make good progress in linking sounds and letters through well resourced and supported activities.
- Children have many opportunities to explore shape, size and position and to count and recognise numbers through the well supported use of Montessori equipment.

- Children's natural curiosity is well fostered. Topic based activities are often exciting, interesting and stimulating and encourage children to explore and investigate, using all of their senses.
- Children develop very good hand eye coordination, through using a range of interesting activities. They handle tools and materials with increasing skill and control.
- Parents are very well informed about all aspects of the nursery and have regular informal and planned opportunities to discuss their child's development with the staff.

What needs to be improved?

- the consistency of behaviour management;
- staff's knowledge of the early learning goals and their interaction with children, especially when using activities other than the Montessori equipment;
- opportunities for children to develop their understanding of number concepts, such as addition and subtraction, through everyday routine and free play activities;
- opportunities for children to learn about and use everyday technology and information and communication technology.

What has improved since the last inspection?

Progress towards issues raised in the last inspection has been very good.

There was one point raised for consideration :-

the provision for promoting children's awareness of other cultures and beliefs could be developed more fully. Staff could include activities involving a variety of foods and customs from a wider range of cultures.

The nursery now regularly includes activities to introduce children to other cultures and beliefs. These cover a wide range of activities such as cooking, stories, kite making, dance, music and visitors from different ethnic backgrounds.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development, which is given a high priority in the nursery. Children are confident, interested and eager to learn. They concentrate well for long periods and sit quietly when asked. Staff praise and encourage children's efforts and as a result children are generally well behaved although staff are not consistent in managing unwanted behaviour. Children are encouraged to be independent in their learning and personal care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. They are articulate, using language well to communicate, although staff do not engage them in conversation. They enjoy looking at and sharing the large range of books. Some children recognise and attempt to write their names and some begin to recognise simple words through well resourced activities. They hear initial sounds and begin to link these to textured letters. Circle times are not well organised, some children losing interest.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. Many count and recognise numerals, accurately to 10 and beyond. Children have many opportunities to explore shape, position, size and quantity, especially through using a range of Montessori equipment. However, the children's understanding of numbers is not routinely consolidated or extended through songs, stories, imaginative play or the daily routine, where children can enjoy using and experimenting with numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. Their natural curiosity is well fostered, with many opportunities to explore and investigate a range of materials, using all of their senses. They plant and grow seeds, often harvesting and eating the end product. They learn about their own environment, other countries and outer space, through a variety of exciting and well planned activities. However children do not have sufficient opportunities to learn about and use everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children make generally good progress in physical development. They use their outdoor play space everyday to run, jump, balance, catch and throw. They move with confidence, control and an awareness of others. However they do not have opportunities to climb or pedal or scoot. Children have very well developed hand eye coordination through using a variety of interesting equipment, especially on the Montessori practical life shelves. They cut fruit for snacks and carefully pour their drinks.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children make generally good progress in creative development. They explore colour, texture, shape and form through craft activities and when using a variety of Montessori sensorial equipment such as matching textures of natural materials. They enjoy moving imaginatively to music. However children are not sufficiently encouraged to develop their imagination through role play, which tends to be poorly resourced with little adult interaction.

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

- Increase staff's knowledge of the early learning goals and the different ways in which children learn, so that children's learning, including mathematical and imaginative development, is extended and continued in all activities.
- Provide opportunities for children to learn about the everyday use of technology and information and communication technology.
- Ensure that inappropriate behaviour is seen and consistently and appropriately managed by all staff.

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.