



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 203835

DfES Number: 516530

INSPECTION DETAILS

Inspection Date	28/01/2004
Inspector Name	Amanda Jane Gray

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	OakDin Montessori Kindergarten Ltd
Setting Address	67 Perry Street Billericay Essex CM12 0NA

REGISTERED PROVIDER DETAILS

Name	Oakdin Montessori Kindergarten Ltd 4496071
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ORGANISATION DETAILS

Name	Oakdin Montessori Kindergarten Ltd
Address	67 Perry Street Billericay Essex CM12 0NA

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

Oakdin Montessori Kindergarten opened in 1993. It operates from three classrooms in a converted bungalow set back from a main road in a busy residential area, in Billericay. The Pre-school serves the local area.

There are currently twenty two children on roll. This includes 5 funded three year olds and 6 funded four year olds. Children attend for a variety of sessions.

The setting currently does not have any children attending who have special needs or who have English as an additional language.

The Kindergarten opens five days a week all year. They are open from 08:30 to 18:00.

Four members of staff work with the children. Over half have Early Years' qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Partnership.

How good is the Day Care?

Oakdin Montessori Kindergarten provides good care for children.

The Manager and staff are committed to expanding their knowledge. Ongoing professional development ensures that children are offered an up to date learning environment, which meets their individual needs. Staff are well deployed within the setting and there is good use of space providing children with a free flow child centred environment in which to develop and learn. The premises are clean, organised and child orientated. Good child accessible storage enables children to extend their learning at their own pace. There is a good use of displays and information, providing parents, children and visitors with a warm and welcoming environment. There is a comprehensive set of policies and procedures available, over and above those required by the National Standards.

Staff are deployed effectively and are vigilant about children's safety at all times.

Staff induction includes thorough health and safety training, as a result staff have a good awareness of health and safety and are supported by a comprehensive health and safety policy. Children are provided with healthy snacks and can access drinking water throughout the session. Staff have a good knowledge of child protection issues and ensure that any concerns are dealt with effectively.

Staff support children well and respond positively to their interests, listening intently to what they have to say. As a result children are calm and confident in their surroundings. There are a broad range of activities available, which provide children with sufficient challenge. Children are valued, and respected by staff, who work closely with parents and other professionals to ensure that children's needs are met. Children's good behaviour is positively acknowledged by staff.

The group is successfully working in partnership with parents. Parental comments are very positive.

What has improved since the last inspection?

At the last inspection the setting was requested to revise policies and procedures for child protection and the failure of a child being collected, or a child becoming lost. The Nursery have addressed these issues, and have revised all of the necessary procedures. Staff are fully aware of the new procedures and parents can also access this information.

The setting was requested to keep a fire log book and the necessary fire safety certificates. This has been addressed. The nursery have developed a procedure and fully record all fire drills.

The setting was also requested to devise a written no-smoking policy. This has been completed and the policy is displayed.

What is being done well?

- Children make decisions, explore, investigate and relate well to one another. There is a wide range of suitable toys, play materials and resources available to provide fun play activities and opportunities for children. The play equipment is stimulating and offers children with sufficient challenge. Children are involved in a broad range of activities that support their imagination and creativity. Children are confident, absorbed and interested in their play. There is a good rapport between staff and children resulting in a calm, relaxed and fun environment.
- A comprehensive Equal opportunities policy ensures the individual needs of children and their families are met. Staff have a good awareness of each child's individuality and ensure all children have access to the full range of activities. They value and respect children's differences and positively recognise them. They encourage positive attitudes and make children feel valued and good about themselves. A wide range of materials and resources provide children with opportunities to learn about diversity at home and in the wider world.

- Strategies for dealing with behaviour are appropriate to children's ages and stages of development and are consistently applied. Staff value good behaviour and use lots of praise and encouragement with the children, fostering children's self esteem. There are focused strategies regarding behaviour ensuring children have clear boundaries, and as a consequence children's behaviour is excellent., they move from room to room appropriately, talking to each other, taking turns and sharing resources with their peers.
- The group are successfully working in partnership with parents. There are very good procedures in place to ensure parents are kept fully informed of children's development and experiences at the setting. Parents are provided with written information about Montessori methods, Themes and the Early Learning Goals and are encouraged to extend these experiences at home.

What needs to be improved?

- the staff appraisal system.

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
2	devise and implement a formal staff appraisal system

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 Oakdin Montessori Kindergarten is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff provide interesting and appropriate activities to help children learn. Activities are pitched at varying abilities so that all children can participate. Children behave well in response to the high expectations and sensitive support of staff. Activities are well managed, sustaining children's interest, imagination and participation. Staff interact well during children's play, explaining and questioning children to further their learning. Children are provided with frequent praise and encouragement, fostering good self-esteem. They are treated with respect, and as a result are calm and courteous to others. Good resources are provided, which children can easily access. There is a large selection of positive images in regard to special needs, culture and religion. Children are encouraged to select equipment for themselves as part of the Montessori method.

Leadership and management are very good. The manager and deputy have worked hard to develop a strong staff team and provide opportunities for staff development. The manager and staff are committed to the improvement of care and education for all children.

Partnership with parents is very good. Parents are provided with a detailed prospectus and information concerning the Montessori method, themes and the early learning goals. Staff provide a welcoming environment in which parents are able to discuss their child's development. Parents have many positive comments about the care and education that their children receive at the pre-school.

What is being done well?

- Children are interested, excited and motivated to learn. They are confident and curious. They communicate well with staff and each other, often initiating conversation. They are motivated to explore the range of resources and activities provided. Their personal, social and emotional development is excellent. Children's behaviour is good.
- Children are able to find out about the wider world and different cultures and beliefs through resources, displays, the celebration of festivals and through visitors to the group. Children are encouraged to explore and investigate how things happen.
- Children use a range of tools to develop fine motor control and hand and eye co-ordination, also by using Montessori equipment e.g. spoons, tweezers, pipettes, sponges and jugs for pouring.

- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interests and efforts. Staff interact well during children's play, explaining and question children to further their learning.

What needs to be improved?

- the opportunities for children to explore media and materials, in relation to two and three dimensions.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

At the last inspection the setting agreed to increase the provision for children's physical development by providing opportunities for them to develop their climbing skills. This has been addressed.

The setting agreed to provide opportunities for children to participate in role-play, to develop imaginative skills and enable them to make up stories. Costumes and dressing up materials have been purchased to encourage children to create imaginary scenes. An improvised area was created where children could enjoy role-play. Writing materials were provided and junk modelling was encouraged to develop children's imaginative skills. This area has proved to be very successful.

The setting agreed to improve the partnership with parents. More details on the six areas of learning have been provided showing how they link with the Montessori method. Information has also been displayed around the setting. Staff discuss this with new parents prior to children starting at the group. Parental feedback is continually requested.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to learn. They are confident to try new activities and to speak in familiar group settings, especially at circle time and when sharing their news. Children form positive relationships with staff and each other. They co-operate and work together well, often sharing resources. Older children have a good understanding of right and wrong. Behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children continually interact with staff and friends. They speak clearly and are displaying high levels of listening skills, especially at circle and story time. Children are learning about the written word and attempt writing for themselves. They understand that print carries meaning, and use books well, often using them to extract information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use comparative and positional language in games and activities and show an interest in numbers and counting. Older children can confidently count up to 10, and are developing an understanding of addition and subtraction, especially in the home corner, where they use this skill during role-play. Children can talk about and recognise shapes and have many opportunities to experience shape, space and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning an understanding of their own culture and beliefs and that of others. Children are inquisitive and ask questions about why things work and how they happen. They are keen to explore and experiment and make full use of all resources, and are developing a good understanding of where they live and the natural world. Children have good designing and making skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the room, dancing, jumping, hopping and balancing. They show a developing sense of space. Children have an understanding of health and bodily awareness. Older children are often heard telling younger children about the importance of washing their hands, or eating their lunch. Children can handle tools and materials well, often selecting their own equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour well and can easily identify a range of colours. Children are good at using their imagination. Role play is often directed by older children who encourage younger children's participation. There are many opportunities for role-play, which is enthusiastically fostered by staff. Children join in well with simple songs and music.	
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 improving the following:
- provide further opportunities for children to explore media and materials in relation to model making for two and three dimensional shapes.

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.