



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 402282

DfES Number: 542232

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Sally Ann Hubbard

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Village Montessori Nursery
Setting Address Theydon Bois Village Hall
Coppice Row
Theydon Bois
Essex
CM16 7ER

REGISTERED PROVIDER DETAILS

Name Mrs DC Palmer

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 Village Montessori Nursery is a privately owned and run Montessori nursery, which follows Montessori philosophies using their teaching methods and resources. It opened in 1999 and operates from the village hall in the village of Theydon Bois, Essex. A maximum of 18 children attend the nursery at any one time. It is open each weekday, on Mondays and Wednesdays from 09:15 until 15:00 and on Tuesdays, Thursdays and Fridays from 09:15 until 13:15, for 42 weeks of the year.

There are currently 35 children from 2 ½ to 5 years on roll. Of these 17 receive funding for nursery education. Children attend from the local area and are able to attend morning or afternoon sessions or a full day. The nursery currently supports a number of children with special educational needs and some who speak English as an additional language.

The nursery employs nine staff. Six of the staff, including the manager hold appropriate early years qualifications. They receive support from the Essex Early Years Partnership, the Pre-school Learning Alliance and The Montessori Schools Association.

How good is the Day Care?

The Village Montessori Nursery provides good quality care for children.

The nursery effectively implements procedures to ensure staff are suitable. Staff are appropriately qualified and experienced and regularly attend courses. Sessions are well organised and planned and staff make the premises safe. They provide an attractive, stimulating and welcoming environment for children. A good range of furniture, equipment and resources is provided, these are safe and conform to standards. Records are all in place, detailed and readily accessible.

Staff are vigilant regarding safety, they monitor access to the premises and reinforce safety with children. Staff usually promote good hygiene procedures with children, however at snack and meal times these are not always appropriate. Accident and

medication records are kept but these do not maintain confidentiality. Children have healthy snacks and meals and staff know which children have special dietary needs. Staff are aware of child protection issues and have detailed procedures to follow if they suspect a child is being abused.

Staff plan and provide a good range of stimulating, challenging activities, which help children to make progress in all areas of development. Children readily select resources and involve themselves in play; they are well settled and enjoy themselves. Staff are consistent when managing behaviour, providing good role models but not always aware of conflict between children. They know children well and are kind and sensitive to children's individual needs. Resources positively reflect equality of opportunity. All staff effectively support children with special educational needs.

The proprietor and staff work closely in partnership with parents and carers and give them opportunities to share information daily. Parents give very positive comments about the care their children receive.

What has improved since the last inspection?

There were no actions or recommendations set at the last inspection.

What is being done well?

- The operational plan is detailed, clear and very well organised. This is available to staff during sessions.
- Children are provided with a stimulating and challenging range of resources and activities. These are attractively presented and easily accessed by children, all being stored on low shelves. Children show developing concentration skills.
- Staff support children with special educational needs (SEN) very effectively. The SEN co-ordinator has attended all the training modules and is currently attending a higher-level course. She keeps clear records to monitor children's progress and shares these with parents and other professionals.
- Staff and children relate well to each other this enables children to be well settled, happy and confident.

What needs to be improved?

- staff deployment, to ensure staff are always aware of what children are doing
- the health and hygiene during snack and meal times
- the confidentiality of accident and medication records.

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	Deploy staff effectively to enable them to always be aware of what children are doing.
7	Maintain appropriate hygiene standards at snack and meal times.
7	Keep accident and medicine records so as to maintain confidentiality of individuals.

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 The Village Montessori Nursery is of good quality overall. It enables the children to make very good progress towards the early learning goals in their mathematical development, knowledge and understanding of the world and physical development. They are making generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are calm and relaxed and provide a stimulating environment for the children. They effectively interact with them as the children self select and work with their chosen Montessori tasks. Staff use open ended questions to encourage the children to think for themselves. A good range of resources is available to support learning, particularly in mathematics and physical development. Detailed plans are in place, which link into the six areas of learning. Staff complete regular assessments on the children and use their knowledge to help children move to the next stage. However, too much time is spent completing paperwork when children are present; this leads to late intervention, particularly during large group activities, affecting children's behaviour and concentration skills.

The leadership and management is generally good. Staff meet daily and share their ideas. They are aware of their roles during the session. Staff show a commitment to on going training. However, systems are not in place to effectively monitor and evaluate the quality of teaching.

The partnership with parents and carers is generally good. Staff spend time informally talking to the parents about their children and parents are well informed about current events and activities, through regular newsletters. Parents take home a daily report, which informs them about their child's achievements during each session and receive a written report when the child leaves the provision.

What is being done well?

- Children's mathematical skills are well fostered, through well planned activities and effective use of resources. Children are confident at using their mathematical knowledge to solve simple problems. Staff work alongside the children to help extend their learning.
- Children have good physical skills and move with care and control. They have the opportunity to use a range of equipment, to promote both their small and large muscle development. Excellent resources enable the children to develop good hand eye coordination.
- Staff effectively allow the children to extend their independence skills and encourage them to use their own initiative in self selecting resources and equipment. Children are confident and are able to take risks and explore their environment.

What needs to be improved?

- the systems for monitoring the quality of the teaching
- the time spent by the staff recording information.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection, this has had a positive effect on children's learning.

A wide range of resources and activities are now available to promote children's learning for knowledge and understanding of the world and to extend their physical development. Staff have attended a range of courses to increase their knowledge of the Foundation Stage. However, there are no methods in place to monitor the quality and effectiveness of teaching.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled at the group. They are developing an understanding of right and wrong although some children lack concentration in large group sessions. Children have good relationships with each other, working together to carry equipment and take turns to use it. They treat each other with respect and their knowledge of other cultures and traditions is effectively extended. Independence skills are well fostered, as children self select and clear away activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children like to share their views and opinions during large and small group sessions. They are developing their concentration and listening skills, although some children find this difficult in large group sessions. Older children are competent when reading and writing their name and have a good understanding of the phonic alphabet. Children enjoy listening to stories and rhymes and recognise that print has meaning. Children have good pencil control and enjoy writing in structured activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very competent at using numbers in both structured and free play activities. Older children are able to readily count to ten and above and recognise a range of numerals. Resources are effectively used by the staff to introduce mathematical concepts, such as addition and subtraction. Children recognise a range of shapes and can sort and match items into different categories. They frequently discuss different sizes and quantities and can recreate and follow a pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many effective opportunities to learn about the world around them. They mix paints together, watch ice melt in their hands, plant sunflower seeds and observe butterflies emerging. They are able to look at and handle live animals, go for nature walks to collect leaves and taste different food and drink. Children successfully build and construct using different materials. They competently control the computer and use telephones and cameras in their play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children competently use a range of small and large equipment with care and safety. They show very good hand to eye co-ordination, as they use tongs to pick up conkers, tweezers to select beads and spoons to move pasta. They effectively cut with scissors and use rollers and cutters to make play dough shapes. Children confidently use the climbing frame and balance beams and manoeuvre around an obstacle course. They successfully complete a range of puzzles.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their senses as they bake cakes, watch plants grow and listen to classical music. They make observational drawings of themselves and flowers. Children join in and sing songs and nursery rhymes. They paint using different techniques as they use their hands, leaves and marbles and make three dimensional boats, and landscape scenes. However, there are limited opportunities for children to explore different textures. Children enjoy using their imagination through role play scenarios.

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

- Develop systems for monitoring and evaluating the quality of the educational provision offered to the children.
- Review the current level of documentation completed by staff when children are present and ensure staff effectively support each other, particularly during large group sessions.

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.