



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 108065

DfES Number: 537200

INSPECTION DETAILS

Inspection Date	24/02/2005
Inspector Name	Judith, Mary Butler

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Gerrards Cross Montessori School
Setting Address	Methodist Church Hall Oak End Way Gerrards Cross Buckinghamshire SL9 8BR

REGISTERED PROVIDER DETAILS

Name	Ms Lorraine Douglas
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Gerrards Cross Montessori School was first registered in 1999. It is a privately owned setting. The school operates from the Methodist Church Hall in Gerrards Cross. A maximum of 16 children may attend at any one time. The school is open from 09:30 until 12:30 for 4 days a week during school term times. A lunch club is offered 2 days a week and operates from 12:30 until 13:15.

There are currently 13 children aged from 2 years to under 5 years on roll. Of these, 9 children are in receipt of funding for nursery education. The setting currently supports a number of children with English as an additional language.

The school employs three staff. Of these two hold relevant qualifications. A further staff member is working towards a qualification in early years.

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

How effective is the nursery education?

Gerrards Cross Montessori School provides acceptable nursery provision and is of good quality over all. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a knowledge of the Foundation Stage and combine this with the Montessori ethos to offer an interesting and varied curriculum. They provide well for children's knowledge and understanding of the world, mathematical and creative development. A key worker system is in place and daily planning ensures children have access to a range of activities. Staff miss opportunities to encourage the children to develop their mark making skills and play with control during physical activities. Staff undertake daily observations on the children and use these to update the developmental records. Good relationships are in place between the staff and children, however, the organisation of the daily routines offers children the opportunity to become distracted at changeover times. Children with English as an additional language receive a high level of support and effective systems are in place to support children with special educational needs.

Leadership and management are generally good. Staff work well together as a team and are aware of their individual roles and responsibilities. They hold regular meetings to discuss future planning, individual children and staff training needs. An annual appraisal system is in place. Informal evaluation takes place at the end of each session; staff do not record this or use it to inform future planning.

Partnership with parents is very good. Parents receive good quality information about the setting through the prospectus, newsletters, notice board and communication folders in each child's school bag. Staff and parents verbally exchange information at each end of the day. Staff hold annual parents evenings and invite parents to view the children's developmental records and progress within the school.

What is being done well?

- Children have many opportunities to access a good range of materials and activities to aid them in using their senses, for example the smelling jars and scented play dough. They are keen to talk about events that have happened in their personal lives and are becoming aware of the cultures and traditions of other people. Children have access to a well-planned session on the computer within the weekly routines; they are confident in their use of the mouse and are able to find their way around a simple computer program. They are developing their design and making skills and are able to help themselves to the materials they wish to use to further develop these skills.
- Children respond enthusiastically to new experiences and are very confident in communicating their individual thoughts and feelings. Children explore their

imaginative play freely through a range of activities including role-play, dressing up and music and movement. Children sing enthusiastically to new and familiar songs, they especially enjoy using the musical instruments. Staff provide children with a good range of resources and activities to explore a range of media and materials.

- Children are confident in their use of numbers, and most are able to count up to 10; many count beyond this. Staff provide children with opportunities to recognise numerals from 0 to 9 through practical activities and the use of the Montessori equipment. Many children are able to make correct associations with numbers and objects. Staff use their initiative in everyday activities to introduce numbers and simple calculation into children's play, for example singing 5 little ducks.

What needs to be improved?

- organisation of the daily routines, to ensure children do not have opportunities to become distracted at changeover times and during some planned physical activities
- planning to ensure children have further opportunities to mark make and practise their emergent writing through practical and fun activities
- evaluation, to formally record evaluation and use to inform future planning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children relate confidently to each other and adults, they express their needs and ideas well. Most children are able to share the toys and resources and show co-operation with their peers in their play. Children are developing their independence skills and select the toys and resources they wish to use, many children work alone at a number of tasks. Staff do not always manage children's behaviour effectively and children become distracted in some activities and at changeover times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have many opportunities to recognise their names and many are beginning to recognise letters and the names of their peers. They enjoy books and stories. Staff miss opportunities to encourage the children to mark make and practise their emergent writing through practical activities, for example writing their names on their work. Children communicate well and many children show awareness of the speaker and take turns in talking and listening in group situations.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in their use of numbers and most children count up to 10, many count beyond this. Older children recognise numerals and make correct associations with numbers and objects. Staff use their initiative to introduce simple calculation in fun activities, for example using the puppets to sing 5 little ducks. Children are confident in their use of mathematical language in their play such as bigger and smaller, and confidently match patterns and shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff provide children with a good range of materials and resources to aid them in using their senses such as the smelling jars and scented play dough. Children relate events that have happened in their personal lives and are learning about the traditions of other people. They are confident in the use of the computer and are able to find their way around simple computer programs. Children are developing their design and making skills, and have access to a range of materials to extend these.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good co-ordination and spatial awareness; they move with ease around all areas of the building. Staff provide children with a range of activities to develop their gross motor skills, but do not always encourage the children to play safely and with control. Children freely access a range of tools and are able to use scissors, pencils and brushes safely and with control. They are confident in their personal hygiene skills and are becoming aware of healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings, for example when tasting the fruit from the story Handa's Surprise. They explore their imaginative play through art, music and role play situations. Children are building a good repertoire of songs and particularly enjoy playing the musical instruments. Staff provide children with a good range of media and materials such as play dough, sand, recycled materials and water.

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

- ensure children do not have the opportunities to become distracted at changeover times and during physical play activities.
- develop the planning to ensure children have further opportunities to mark make and practise their emergent writing through practical and fun activities within the daily routine
- develop the process for evaluation by formally recording and using to inform future planning.

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.