



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 137297

DfES Number: 522556

### INSPECTION DETAILS

Inspection Date	22/02/2005
Inspector Name	Anne Robertson

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Fledglings Montessorri Pre School
Setting Address	The Friends Meeting House Ravensbourne Road Bromley Kent BR1 1HN

### REGISTERED PROVIDER DETAILS

Name	Mrs B Mahony
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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**

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

### How effective is the nursery education?

Fledglings Montessori Pre-school provides high quality education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Adults have a clear understanding of the Foundation Stage and provide a range of activities which promote children's learning in all six areas. They plan the activities well, arranging indoor and outdoor resources imaginatively. They encourage children to be independent and make their own decisions. They know each child well and provide the appropriate level of support and guidance. Staff extend children's learning by asking relevant questions and recording individual learning priorities. Positive behaviour management techniques are used and consequently children behave very well. The planning ensures that there is good support given to children with special needs and those for whom English is an additional language.

The leadership and management is very good. The pre-school fulfils its aim to provide an environment where children can learn at their own pace. The staff and manager work well together as a team and staff are well aware of their roles/responsibilities. The manager is well organised and ensures that staff are familiar with the settings' policies and procedures. Further training is provided for staff, thus improving their knowledge and practice. The manager effectively evaluates the work of the staff and ensures children's individual targets are being met through planning and monitoring. The staff have regular meetings to assess and discuss children's progress and plan the curriculum.

The partnership with parents is very good. Detailed information is provided initially about the pre-school and its curriculum. Parents are encouraged to participate in the group and are kept up to date on the activities and events by way of regular newsletters. They feel confident to approach staff and are satisfied that their children are being cared for and taught appropriately.

### What is being done well?

- Strong emphasis is given to promoting children's independence and giving them freedom of choice. Children respond well to this and move freely to their preferred choice of activity. They are confident to approach staff if needed and receive the appropriate assistance, support and encouragement.
- There are clear and consistent boundaries set by staff. Children are aware of the expectations for behaviour and they are taught to play co-operatively, to share and take turns. Staff provide good role models, being calm and polite to children and each other. They teach children good manners and respect for each other.
- Children are very adept at designing and making things. Staff provide an

exciting range of tools and resources, such as junk materials, glue, scissors, bricks and children use their imagination to build and create. Unwanted, small electrical items are also used effectively for children to investigate and experiment with.

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities. They are learning good co-ordination skills through climbing, balancing and using a range of tools and equipment.
- Parents have good opportunities to become involved in the pre-school. They are provided with relevant information on the curriculum and their child's progress.

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

- The support for some children when using the computer.

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

Very good progress has been made since the last inspection. The pre-school now provide detailed information for parents on their curriculum. They have also developed a manageable assessment system which enables them to record children's progress effectively.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and learning to be independent. They select resources for themselves and make their own choice of activities. They play well together, in large and small groups, and are taught to share and take turns. A range of resources and activities are provided to teach children about other cultures, beliefs and differing ways of life. There are clear boundaries for behaviour which children understand and, consequently, they behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with staff and with each other. They listen well to stories, re-telling and acting out familiar tales. There are many opportunities for children to draw and make marks and they are beginning to write their own first names. Children can link the appropriate sounds to letters and name them correctly. Role play, such as an estate agents' activity, are well used to extend children's communication skills and teach them that writing is used for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count and recognise numbers by engaging in a range of activities, including rhymes, computer games, puzzles and using specialised Montessori equipment. They are learning simple addition and subtraction when playing games with items being added or removed. Plans show they have explored weight and capacity during activities. Children can recognise familiar shapes, such as triangle, circle and are adept at making three dimensional models to recreate pictures from books or memory.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are excellent activities for children to explore their surroundings, learn about the wider world and investigate how things work. For example: looking at trees in winter and the changes in seasons; ice melting experiment; discussing and exploring different types of homes. The children use their knowledge to re-create what they have learnt through play, such as designing and building houseboats and caravans. Some children are already adept at using the computer to play simple games.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
A variety of experiences are available to promote children's physical skills. There is balancing equipment, tunnels and a crossbar, which children use confidently. They are learning to negotiate small spaces and co-ordinate their movements. They play ball games and hopscotch in the garden, learning to catch and throw, hop and jump. Children are taught to handle and control small objects. For example, they pour rice from small jugs, use scissors, pencils and paintbrushes with increasing control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have many good opportunities to explore colour, texture and shape in two and three dimensions. They play games where they are blindfold and feel and touch different textures and items. There are many resources and activities to enable children to use their imagination, through arts and crafts, role play, books and discussion. Singing and playing musical instruments are enjoyed by children. They are learning to recognise and match the instruments to the appropriate sound.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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:
- the support for some children when using the computer.

*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.*