



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254224

DfES Number: 500642

INSPECTION DETAILS

Inspection Date	12/01/2004
Inspector Name	Sally Ann Hubbard

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Phoenix Montessori Nursery School and Day Nursery
Setting Address	Oddfellows Hall, 56 Sutton Road Terrington St. Clement King's Lynn Norfolk PE34 4PJ

REGISTERED PROVIDER DETAILS

Name	Mrs Heather Adele Clare Harris
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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

Phoenix Montessori Nursery School and Day Nursery opened in 1984. It operates from four main rooms in its own purposely-converted building in the village of Terrington St. Clement. Phoenix Montessori Nursery School and Day Nursery serves the local area.

There are currently 104 children from three months to eight years on roll. This includes 37 funded three year olds and eight funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all year round, except for bank holidays. Sessions are from 08:00 until 18:00.

12 full-time and 14 part-time staff work with the children. 10 of the staff have early years qualifications to NVQ level 3, four to NVQ level 2 and one at degree level. Four staff are currently working towards an early years qualification and six staff are working towards a higher-level early years qualification including two studying for a degree.

The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP). The nursery uses Montessori teaching methods.

Phoenix Montessori has gained the Investors in People Award in 2003 and the Norfolk Quality Kite Mark in 2004. They also gained the Mayor's Award for Business Achievement 2002 for staff development and training.

How good is the Day Care?

Phoenix Montessori Nursery School and Day-care provides good quality care for children.

The nursery has detailed policies and procedures in place, which are implemented

to ensure adults are suitable to care for children. Staff are highly qualified and given excellent opportunities for further training and development. Space and resources are very effectively organised to enable staff to meet children's needs. The nursery has appropriate documentation and records in place.

The nursery has very good procedures in place to promote safety and effective systems in place to prevent accidents. Staff promote hygiene very well within the nursery. Children are provided with healthy snacks and meals, which comply with any dietary or religious requirements, all freshly prepared on the premises, by suitably qualified staff. Staff are aware of the procedures for child protection and would effectively put these into practice to protect children.

The nursery has an excellent range of resources, which staff use successfully to help children develop. Staff plan and provide exciting, stimulating activities and play opportunities and they have very good systems in place for planning the next steps for children's learning. Staff are skilful at asking children questions to promote their thinking. They actively and positively promote equality of opportunity and anti discriminatory practice for all children and provide a very good range of resources to support this. Staff ensure children with special needs are included and their individual needs met.

Children behave very well, show respect for others and their environment. Staff are consistent in behaviour management, they provide very good role models and give clear, appropriate explanations.

Parents are provided with excellent information about the nursery and daily activities. There are effective procedures in place for sharing records, information and involving parents in their child's learning.

What has improved since the last inspection?

At the last inspection the nursery had to ensure all staff complete and return DC2 forms to Ofsted. This action has now been completed and all staff have completed forms. Some of these are still being processed.

What is being done well?

- The organisation and management of the nursery ensures staff are highly qualified and they have excellent opportunities for further training.
- Children are provided with a very good range of stimulating and interesting activities and resources. Staff are skilful in helping children make progress and develop in all areas. Children are absorbed and interested in the activities and are well supported by staff. Children have very high levels of independence throughout the nursery.
- Safety is well promoted both within the nursery and on outings, staff are vigilant and take appropriate precautions to prevent accidents.
- Children have very healthy, nutritious snacks and meals, all freshly prepared on the premises.

- Children behave very well they are polite and respectful to adults and each other. Staff give children praise, encouragement, clear explanations and support with activities. They positively promote appropriate behaviour.
- Very effective partnerships are in place with parents and they are actively encouraged to be involved in their child's learning.

An aspect of outstanding practice:

Children display very high levels of respect, confidence and independence. Two children were able to introduce themselves to me asking my name, without any prompting or adult involvement. These two children then introduced two more children, who joined us, to me and then introduced me to them, remembering my name correctly.

What needs to be improved?

- the continuing review of the organistaion of the setting to support the ongoing monitoring and development of the quality provision

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	Continue the ongoing reveiw of the organisation of the setting to maintain the high standards in place.

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 Phoenix Montessori Nursery School is very good. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff have a very good understanding of the early learning goals. Curriculum plans cover all six areas of learning are detailed and effectively identify what children are expected to learn. Assessments of children are thorough and clearly identify their progress over time. Staff are skilful asking children appropriate questions, which encourage them to think and give them time to answer demonstrating their knowledge and understanding of activities, such as floating and sinking activity. Staff support children well and ensure activities are sufficiently challenging for them. Staff provide a stimulating environment, which encourages children to be self sufficient and independent. They have high expectations of what children can achieve but every child can learn at their own pace. Staff have excellent relationships and interact enthusiastically with children building their confidence and self esteem. Children behave very well showing consideration and respect for others and understand right and wrong.

Leadership and management is very good. Key staff have a clear vision of wanting to provide top quality care and education, this is reflected in the aims and in the practice throughout the nursery. Staff work very well together as a team and meet to discuss activities. They have excellent opportunities for training and professional development. The nursery continually strives to improve the care and education for all the children.

Parents are given an attractive, informative brochure about the nursery. They are encouraged to be involved in their child's learning and can make comments in the exercise books. Parents feel confident to approach staff at any time to discuss their children's progress.

What is being done well?

- Staff plan and provide interesting, stimulating and exciting activities and play opportunities which enable children to make very good progress towards the early learning goals. In some instances children are reaching the early learning goals.
- Staff work very well as a team, they have excellent communication and opportunities to discuss and improve their practise.
- Leadership and management of the nursery is very effective and key staff have a clear vision of wanting to provide high quality care and education.
- Parents are given very good information about the nursery in the form of an attractive brochure and the nursery actively encourage them to be involved in their child's learning.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to the following:
- the monitoring and reviewing of the educational provision.

What has improved since the last inspection?

At the last inspection the nursery school were asked to improve assessment, and its feedback into planning, by revising 'work plans' so as to highlight what children should learn, ensure that all aspects of the six areas of learning are covered, and link them to the Montessori equipment and other resources used on a daily basis.

The action plan for addressing this key issue was implemented in 1999; the individual 'work plans' have been revised and now include links to Montessori resources. The nursery carried out a re-evaluation of the action plan in January 2000 to ensure it was effectively addressing the key issue.

They were asked to enhance the provision for creative development by (i) providing well resourced, frequent and year round opportunities for children to express themselves through imaginative play and (ii) increasing the opportunities for children to communicate their experiences, ideas, thoughts and feelings creatively in their art work.

The nursery have addressed this by providing additional resources and these are used throughout the year and children are able to express themselves freely in their creative work.

Finally the setting were to improve the provision and use of resources to promote practical activities in mathematics and extend mathematical vocabulary, by increasing the range of equipment, everyday objects and games, which children can use to gain familiarity with simple number operations.

The nursery school have provided additional resources which are now in use. Staff demonstrate very good use of mathematical language and children are familiar with simple number operations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children in the nursery are happy, confident and have a stimulating environment. They select their own activities and show exceptional concentration skills, sharing and taking turns. Children have excellent opportunities to develop personal independence, putting on coats, socks and shoes. They take care of their environment, clearing up. Children behave very well; show respect and care for each other and adults. Children share experiences from their own lives and learn about the lives of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently with adults and have very good language skills. They have excellent opportunities to use language to make up stories in role-play in the quiet room. Children listen to others, are considerate and actively participate and respond to story time. Early reading and writing skills are effectively encouraged; children enjoy books and understand that print carries meaning. Children have excellent opportunities to link sounds and letters and can recognise small words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children reliably count, confidently use numbers in relation to objects and select number related resources. Children are learning to use mathematical language through the activities, such as placing rods at right angles. Children solve problems and effectively use calculation in a meaningful way. They understand size and recognise shapes. Children feel the weight of objects developing the concepts of heavy and light.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have learning to investigate and explore in an enriched environment. They predict, for example, in floating and sinking. They learn about ICT. Children learn to look after plants, flowers, and pets. They study change over time such as looking at tadpoles turning into frogs. Children learn about other cultures in great detail, the theme on China involved role-play, writing, food and Chinese New Year. Children are learning about the where they live by making visits to the local area.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate very good co-ordination, awareness of space and others as they move confidently around carrying their work trays and mats. They are given very good opportunities to develop skills in using both large and small equipment, they can climb, balance and throw the ball into the net and competently use small equipment with very good control such as scissors, pens and glue spreaders. Children are learning about health and bodily awareness and understand about healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can access a wide range of resources to explore colour, shape texture and space. They freely select craft materials and create their own pictures. They discuss what they are making and creatively use their imagination. Children explore sound, movement and use musical instruments with enthusiasm in the dance session. Role-play allows children to become absorbed using their imagination well. Children develop use of their senses with stimulating activities such as tasting their cooking.

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:
- continue to monitor and review the quality of the educational provision in order to maintain the high standards achieved.

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.