



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 134041

DfES Number: 516579

INSPECTION DETAILS

Inspection Date 03/02/2004
Inspector Name Carole Tyrrell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Oxford Montessori Nursery Wolvercote
Setting Address Wolvercote Green
 Oxford
 Oxfordshire
 OX2 8BD

REGISTERED PROVIDER DETAILS

Name Miss Judith Walker

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

Oxford Montessori Nursery, known as Wolvercote Children's House, in Wolvercote has been open since 1992. This is one of four nurseries managed by the Principal of Oxford Montessori Schools. It operates in Wolvercote Village Hall which overlooks the village common. It is close to the Oxford ring road, local school, shops and small playing field. There is an enclosed adventure area for supervised outdoor play consisting of a fairly large area of bark chippings around a mature oak tree and a small hard surfaced area for wheeled toys.

The nursery operates every week day and is open from 0830 - 1500 hours. There is some flexibility over starting and finishing times and children may come for sessions or all day. The nursery is closed during August. There is no catchment area.

There are 42 children aged between two to five years on roll. Of these, there are 23 three year olds and five four year olds who receive funding. Children attend for a variety of sessions. The nursery welcomes children with special needs and who speak English as an additional language.

There are four permanent staff and all are qualified Montessori teachers. The nursery is supported by an Early Years and Childcare Partnership worker and incorporates the early learning goals into it's Montessori programme of learning.

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

How effective is the nursery education?

Oxford Montessori Nursery, Wolvercote enables children to make very good progress towards the early learning goals in their nursery education. All children are making very good progress in personal, social and emotional development, mathematics, communication, language and literacy, creativity, physical development and knowledge and understanding of the world.

The quality of teaching is very good. Staff are knowledgeable in the early learning goals and now use the Oxfordshire Foundation Profile to record children's progress combined with the Montessori programme. Excellent resources are well organised for children to make choices. There are plans to extend information technology and physical activity to enhance children's development in communication and physical development. An effective system of planning supports the education programme in all areas. Staff are skilled in extending children's learning in all areas by acting as learning partners to guide children's individual progress. They use praise and encouragement to increase children's confidence and independence. Children's behaviour is good.

The leadership and management of the nursery is very good. The management of the Montessori nurseries in Oxford is supportive and regular meetings take place to share good practice. The supervisor effectively leads a team of enthusiastic staff who work well together. Meticulous records are kept which inform planning of the environment, resources and teaching throughout the programme of graded teaching materials. There are formal appraisals kept where staff evaluate their own progress.

The partnership with parents is very good. They are given high quality information about the nursery, their children's progress, policies and procedures. They are welcomed into the nursery and spend time sharing information about their children. They have access to children's individual progress files and receive termly reports.

What is being done well?

- Children are making very good progress in all areas of the curriculum.
- Children's personal, social and emotional development is a key strength in the nursery. They are confident, well behaved and becoming independent.
- Children are motivated to learn from a wide range of Montessori teaching equipment.
- The quality of teaching is very good. Staff are well qualified, competent and extend children's thinking. Praise and encouragement increases children's confidence to learn at their own pace. Children's progress is recorded carefully.
- The nursery is well led and managed.

- The partnership with parents and carers is very good. Parents receive good information about their child's progress and the nursery have now introduced further records related directly to the early learning goals.
- The environment is child friendly and is very well set out with nature, geography, maths, home, creativity and interest areas so that children are stimulated, interested and eager to learn.

What needs to be improved?

- Points for consideration:
- more resources to extend children's understanding of communication technology and physical activity for large motor skills;
- children's awareness of how print reads from left to right.

What has improved since the last inspection?

At the last nursery education inspection in 1999, the nursery was required to enhance the programme of mathematics by reinforcing children's learning of number recognition, for instance by displaying a number frieze on the nursery wall; and to establish a complaints procedure and inform parents appropriately.

Very good progress has been made since then to improve the programme of mathematics by providing well displayed number friezes for children to refer to easily to reinforce their learning of number recognition.

There is a thorough complaints procedure which is well displayed on the notice board. A separate notice displays Ofsted's name, address and telephone number should parents wish to write directly about their concerns. However, parents are encouraged to share their concerns with the nursery. They come readily to staff and make positive comments about the nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are becoming independent; learning how to care for themselves and their environment. They wash their hands and their own plates appropriately. They are making good relationships with each other as they play in the green grocer's shop. Children behave well and take turns to use equipment. Children's confidence and self-esteem are built up by staff who foster their interest in the farm topic as they speak and ask questions in story time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in language, spelling, reading, writing and handwriting through structured and incidental activities. Their language is extended during story time but they are not shown how print is read from left to right. Effective support and resources such as labels and book displays around the room, stimulate children's curiosity and could be extended to the book corner. More able children begin to read and write words and sentences in their own books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress towards the early learning goals in this area. They count objects incidentally in the shop and in structured activities. Effective opportunities are provided for children to develop problem-solving skills. They use mathematical language such as "too much or "too little" as they weigh vegetables. They are given good individual support as they learn calculation through structured games. Staff support their language to compare shape, size and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. The outdoors, the nature, geographic, creative, science and home areas are used well. Their understanding of differences in their own and other cultures is explored as they study a bees nest with a magnifying mirror; look at pictures or maps of the world; and celebrate Christmas and the Chinese New Year. There are limited resources for children to use communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. They enjoy an adventure playground outside and are developing balance, awareness of space as they play in and out of natural equipment around the tree house. They move with ability and balance in music and movement. They are learning to use small tools such as scissors, pencils and knives with increasing control. Opportunities to use their large muscles is limited as there is no large climbing equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area where activities which promote creative development are well-featured throughout the curriculum. Children use their imagination well in role play in the shop, adventure playground and as they listen to sounds and experiment with musical instruments. Their imagination is expanded by peers and staff as they use their senses to express and communicate their own ideas through varied craft, painting, stories, movement and dance activities.

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 key issues but the following are points for consideration for improvement in nursery education:
- extend the resources for communication technology and physical activity to develop children's large motor skills
- increase children's awareness of how print reads from left to right.

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.