



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142790

DfES Number: 512502

### INSPECTION DETAILS

|                 |               |
|-----------------|---------------|
| Inspection Date | 08/10/2003    |
| Inspector Name  | Michelle Tuck |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Full Day Care                                    |
| Setting Name    | Sunflower Montessori                             |
| Setting Address | 9 Palmer Street<br>Frome<br>Somerset<br>BA11 1DS |

### REGISTERED PROVIDER DETAILS

|      |                              |
|------|------------------------------|
| Name | Sunflower Montessori Nursery |
|------|------------------------------|

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | Sunflower Montessori Nursery                     |
| Address | 9 Palmer Street<br>Frome<br>Somerset<br>BA11 1DS |

## 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

Sunflower Montessori Nursery is a private nursery school, situated in the town of Frome in Somerset. The nursery are registered for 30 children between the ages of two to five years. It is open five days a week term time only from 9.00am until 3.pm.

The accommodation is privately rented and consists of two rooms with a recent extension downstairs to include a kitchen and messy play area. An outside area is soon to be available also. The children work in mixed age groups and are split between the two rooms. There are 56 children on roll at present 32 of these are funded three year olds. There are no funded four year olds at the moment.

The joint owners share responsibility for the nursery and there are four other members of staff. All staff hold an early years qualification or are working towards completing one. The joint owners hold a Montessori diploma and a BEd. Two members of staff have PPA diplomas, one has a BEd, and one member of staff is currently completing her Montessori training. The group support children who have special educational needs, and there are no children attending who have English as an additional language. The nursery received support from the EYDCP and they have a pet rat.

### How good is the Day Care?

Sunflower Montessori nursery provides good quality full day care for children.

Staff plan an excellent range of interesting and stimulating activities for the children. The staff are deployed effectively and support the children very well in their play and learning. The staff interact with the children at a high level, they are skilled at asking open questions, and actively listen to the children encouraging their independence and extending their learning at all times. The planning and inclusion for individual needs is exceptional. There is no key worker system in place at present.

A safe, warm and welcome environment has been created, by displaying lots of children's work as well as bright posters and additional learning aids such as a time

line. The space and resources are well organised. Everything is clearly labelled and the children can access the majority of the resources for themselves. Good behaviour and respect for others is valued and encouraged. This is achieved through a calm and consistent approach and effective use of praise.

There is an excellent partnership with parents . There is regular exchange of information and the parents are welcomed into the group to contribute and are encouraged to take an active role in their child's learning.

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

At the last inspection the group agreed to insure their personal cars appropriately in order to transport children. They decided not to use their own cars.

#### **What is being done well?**

- Planning of activities taking account of individual needs. Activities are interesting and meaningful.
- Staff act as excellent role models, they are calm and consistent in their approach and interact at a high level with the children.
- Staff achieve an effective partnership with parents by providing them with excellent information about the nursery and valuing their involvement with the children's learning.

#### **An aspect of outstanding practice:**

Exceptional planning and assessment of activities, ensuring that each child's individual needs are catered for and met effectively.

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

- development and implementation of a key worker system.
- use of visitors book.
- safety of children in kitchen area. The kettle has a straight lead attached.

#### **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   | develop and implement a keyworker system. |

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

### How effective is the nursery education?

Sunflower Montessori Nursery provides a very good standard of nursery education.

Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a very good knowledge and understanding of the Early Learning Goals and balance them successfully with the Montessori approach.

Planning is excellent with stimulating themes and individual ideas. It is clear and effective taking into account individual children's needs and ways to extend their learning.

Resources and the local community are utilized in meaningful ways. Staff encourage children to explore and investigate at every opportunity. They assess individual children constantly and use this knowledge to influence future planning.

Leadership and management are very good. Staff are committed to ongoing training to improve their knowledge and as they have worked together for many years they have become a very strong team.

The Partnership with parents is very good. Parents are valued and liaising together is encouraged through good links with home. Parents are given good information about the setting and Early Learning Goals but the daily information given to parents about their children's activities does not link with the Early Learning Goals. Parents are encouraged to share their expertise with the children in the group.

### What is being done well?

- Children's personal, social and emotional development is being promoted very well. They have excellent confidence, behaviour and independence due to a clear routine, meaningful opportunities and praise and support from staff.
- Children's mathematical development is being promoted very well. Children learn about maths in everyday situations and use good mathematical language, record their findings and have wonderful mathematical resources.
- Children's knowledge and understanding of the world is being promoted very well. They explore, investigate and experiment with natural materials, learn about other cultures and festivals and have a rich knowledge of their local community through weekly visits to places of interest.
- Staff use planning and assessment effectively. Individual children's needs are met really well by constant monitoring and recording which is used to influence future planning. The plans include an extensive range of activities linked to themes to cover all areas of learning in great detail reflecting staffs

very good knowledge of the Early Learning Goals.

**What needs to be improved?**

- a point of consideration to enhance the already very good practice is to develop the information to parents about the planning and how the activities link to the Early Learning Goals.

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

There has been very good progress since the last inspection.

Children's assessment records have been further developed to the extent that assessment is constant for every activity every day and comments are transferred to individual files which are then used to influence future planning. An individual goal is set for each term as a result of observations.

Parents are involved in children's assessment records now. They are made aware of the files and have open access to them. There is a parental comment sheet in each file to record information shared between staff and parents.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are making very good progress in personal, social and emotional development. Children have excellent personal independence and support younger children to achieve the same level. They are confident and well behaved with high self esteem. Children have a fantastic awareness of the local community and the wider world through wonderful visits and good resources. Staff provide clear routines, meaningful opportunities and support to help children make their own discoveries.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are making very good progress in communication, language and literacy. They have an excellent vocabulary and are competent in communicating with each other and adults. Children recognise letters and words and understand that print has meaning, they are beginning to write their names in a variety of ways and have resources readily available to practice at all times. Children use language for thinking and explore sounds and different voices to bring language alive.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are making very good progress in mathematical development. Children count in meaningful situations often recording their findings with charts. They use good mathematical language to compare two numbers and describe shapes, patterns, size and quantity. Children have wonderful opportunities to learn about maths in structured activities with specific resources and through exploration of the community and natural world.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are making very good progress in knowledge and understanding of the world. Children learn extensively about their own community and the cultures and beliefs of other countries. They explore and investigate a wide range of natural materials and learn about how things work with real objects, in real meaningful situations.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are making very good progress in physical development. Children move with confidence, control and good co-ordination on balancing beams and obstacle courses. They can use a wide variety of tools and equipment both large and small effectively. Staff ensure opportunities for physical development are planned for and make use of all possible resources to develop good skills.

|  |           |
|--|-----------|
| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children are making very good progress in creative development. They learn about natural materials through experimenting with a wide variety of textures, they play imaginatively and have the opportunity to be creative with a wide range of resources. Children appreciate music and art matching feelings and meaning to creative experiences. Children express themselves through free art and are very competent at copying famous painters work and knowing about them. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |           |



## **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:*

- Sunflower Montessori is a very good setting. A point of consideration to enhance the already very good practice is to:
- develop the information given to parents about the planning and how the activities link to the Early Learning Goals.

*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.*