



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 107982

DfES Number: 537168

### INSPECTION DETAILS

Inspection Date	09/02/2004
Inspector Name	Elizabeth, Claire Price

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Farnham Royal Montessori School
Setting Address	Farnham Lane Farnham Royal Slough Berkshire SL2 3AX

### REGISTERED PROVIDER DETAILS

Name	Rochelle Virdee
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### ORGANISATION DETAILS

Name	Rochelle Virdee
Address	29 Westgate Crescent Slough Berkshire SL1 5BY

## 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

Farnham Royal Montessori School has been registered since 1999. It is a privately owned group registered to provide full day care. It operates from two rooms in a village hall in Farnham Royal, Buckinghamshire and has a secure garden available for outside play. The school serves the local area.

There are currently 21 children from age two and a half to five years on roll. This includes eight funded three year olds and four funded four year olds. Children attend for a variety of sessions. The school accommodates children with special educational needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 15:00. Children can attend all day or for either a morning or afternoon session.

One full time staff, four part time and two specialist staff work with the children. Two have early years qualifications to level three with an additional member training to level three. Rochelle Virdee is the owner and person in charge; she holds a Montessori Teaching Certificate. Five staff hold current first aid qualifications.

The school receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

The school operates the Montessori method of teaching.

### How good is the Day Care?

Farnham Royal Montessori School provides good quality care for children. The staff are well organised and provide close attention to the children's needs with a high staff to child ratio. Staff follow an informal induction process and some are undertaking training to fulfil the requirement for qualifications. Toys and resources provide a good range for the children attending. All resources are readily available to children with free access to alternatives. All required documentation is available

although some policies lack required information and the register does not have a record of staff attendance times.

Staff give high priority to children's safety both indoors and outside and carry out procedures to ensure children's safety. They encourage children to wash their hands regularly and develop independence in their personal care. Hand towels provided for the children are not for individual use. Parents and children's preferences are observed and healthy and nutritious snacks with drinks are provided. Children are well supported by the staff team and all children are treated with equal concern. Child protection procedures are in place.

The staff organise and plan a good range of interesting and stimulating activities for the children. The children approach adults readily for help and information and receive prompt attention by caring staff. Staff interact well with the children and use praise and encouragement appropriately to develop positive behaviour management. Children co-operate well as a result of the methods used. Staff record observations of children's play which are used to plan for further progress.

Parents are welcomed in the school and encouraged to discuss their child's progress with staff. Daily verbal feedback is provided and parents are encouraged to view their child's record. Parents are provided with daily access to all policies and procedures and receive an informative prospectus.

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

At the last inspection several issues were highlighted. The provider agreed to add documentation to show staff training, provide a record of visitors, to show children's attendance times on the register and to provide consent forms for any medication administered. These issues have all been addressed. The provider also agreed to conduct regular risk assessments, check documents for named drivers, make the garden safe and secure and implement an outings procedure. These processes are now in place.

The plan implemented to ensure staff qualification requirements are met, is carried forward as staff are still undertaking training to meet this requirement.

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

- Children are interested, entertained and keen to participate in activities throughout the setting. They approach adults readily for help and information and co-operate well with staff and each other. A good balance of activities is available with varied choices for children, staff use good questioning techniques to extend children's play and understanding.
- Children are very well behaved and co-operative as a result of good techniques for behaviour management. Staff are consistent, use praise and encouragement and show warmth in their interaction with the children.
- Parents are welcomed in the school and are supplied with detailed information both at registration and during their child's time at the school.

Daily information about their child's day and activities are provided verbally and they can view their child's developmental record on request or at open evenings. This ensures parents are informed and involved in their child's time at the school.

- Staff are vigilant about children's safety and monitor entry and exit closely. Risk assessments are undertaken daily and regularly and staff are conscientious in their care of the children.

#### What needs to be improved?

- documentation to ensure the policy regarding child protection includes information to notify Ofsted of any concerns regarding a child's welfare, staff attendance times are recorded in the register and the late collection policy includes information to parents that statutory agencies will be contacted if they fail to collect their child at the agreed time
- staff awareness of the possible risks to children when using anti-bacterial sprays and that hand drying facilities promote children's health and hygiene
- the staff qualifications to ensure that at least 50% of all staff present each day have a level 2 qualification or above and staff handling food comply with Environmental health requirements.

#### 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 to implement the action plan to ensure at least half of all childcare staff hold a level 2 qualification in childcare.
2	Ensure the register of attendance records attendance times of staff.
7	Ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements.

14	Ensure policies and documentation include all required details.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Farnham Royal Montessori School provides good quality nursery education ensuring children make generally good progress towards the Early Learning Goals. Children make generally good progress in five areas of learning and very good progress in personal, social and emotional development. The children are enthusiastic and well motivated to learn through the provision of a wide variety of activities which stimulate and develop their interest.

Teaching is generally good. Staff have a secure knowledge of the early learning goals and use good techniques for reinforcement, repetition and questioning to enhance the children's learning. Organisation of the space available does not allow children access to the full range of resources available. This reduces opportunities for children's learning in aspects of creative development and knowledge and understanding of the world. Some aspects of learning in communication, language and literacy are not always used to full advantage. Relationships are good. Staff set high standards of behaviour, provide good role models and the children respond and co-operate well with the staff. Assessments of children's learning are in place and include planning for children's individual progress.

Leadership and management are generally good. The owner and staff team work well together to monitor the educational programme provided for the children. Evaluation of the programme is under development. Staff show commitment to the continued improvement of the education provision for the children and are encouraged to undertake additional training to develop their skills.

Partnership with parents is very good. They are well informed and regularly consulted about the school, its routines and activities. The registration procedure ensures staff are kept informed about any changes affecting the children. Information is shared on a daily basis and staff regularly discuss the child's progress with their parents both formally and informally.

### What is being done well?

- Staff have a secure knowledge of the foundation stage evidenced by the curriculum planning, activities offered, discussions with the staff and the use of assessment records. This ensures they are able to promote children's understanding and learning.
- Children are enthusiastic and well motivated to learn through a wide variety of readily accessible activities which stimulate and develop their interest.
- Children relate well to adults and each other. They are well behaved, respond to the requests of staff and share toys and resources. The staff use effective methods of positive behaviour management to support children's interaction in the school.

- The partnership with parents is very good and contributes to the children's progress towards the early learning goals. They are encouraged to involve themselves and share home observations with the staff and are able to regularly discuss their child's progress.

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

- the organisation of the environment and resources to provide children with regular access to information technology and a wider variety of media and malleable materials;
- the availability of resources to promote development of children's large scale movements for example in climbing and negotiating over and under equipment such as slides and climbing frames;
- the use of opportunities for children to practise emergent writing for a variety of purposes for example recording in the home corner or writing their names on their work;
- the evaluation and planning of activities to ensure the planned learning objectives are achieved.

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

Not applicable this is the first inspection for funded education.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs and ideas confidently to adults. They have developing independence skills and can work individually at a variety of activities. Children are interested and motivated to learn and eager to participate in activities and try new ideas. Children relate well to adults and each other. They are well behaved and share toys and resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show a familiarity with a range of everyday words and readily find their name cards. They show awareness of the elements of stories and enjoyment in books using them to support their learning. Children have insufficient opportunities to practise emergent writing for a variety of purposes for example making marks on their work or recording observations. Children are confident and engage easily in conversation. They listen well and explain their thoughts clearly to staff.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children select independently and enjoy a wide range of resources that develop their mathematical ideas and understanding. Most children can count up to ten and beyond and recognise number labels readily up to ten. They use simple mathematical words to describe position and show curiosity and observation when talking about shapes. Practical activities are not always used to promote children's understanding of simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident in designing and making skills. They use a range of materials and construction activities to extend and develop their skills. Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions. Children have insufficient access to resources to promote their familiarity with information technology. Resources are available but not readily accessible for self selection on a regular basis.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children can access a range of tools and construction materials which help to develop their hand eye co-ordination skills. They are confident and independent in their personal care and show awareness of health and good hygiene. Children have regular opportunities to develop their agility and confidence in control and co-ordination through dance sessions and access to the garden area. Opportunities for children to develop large scale physical movements are limited by lack of resources.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children showed great enthusiasm for the ballet class and enjoyed the movement to music and imaginary roles. They express their ideas freely through a range of activities including role play and craft work. Children have a limited range of media to choose from on a daily basis for example sand and water are only available in outdoor play.	

**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 the organisation of the environment and resources provide children with regular access to information technology and a variety of media and malleable materials;
- provide resources to promote development of children's confidence in large scale movements in negotiating and climbing over and under equipment.

*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.*