



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254343

DfES Number: 501071

### INSPECTION DETAILS

Inspection Date 14/10/2003  
Inspector Name Marianne Gascoyne

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name West Acre Montessori School  
Setting Address The Old Chapel  
East Walton  
Kings Lynn  
Norfolk  
PE32 1PU

### REGISTERED PROVIDER DETAILS

Name Mrs Rose Charman

## 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

West Acre Montessori School has been established for 21 years. In 2001 it moved to The Old Chapel in the village of East Walton to the south east of King's Lynn. It has sole use of the premises. The children who attend come from a 15 mile radius of the setting.

There are currently 15 children on roll aged from two and a half years to under five years. This number includes ten funded three year old and one funded four year old. The school does not currently support any children with special educational needs or who speak English as a second language.

The group currently operates on a Monday, Wednesday and Friday from 9.00 until 12.00 and on a Tuesday and Thursday from 9.00 until 15.00, during school term times only. The Directress works full time and the two other members of staff work part-time. Two members of staff have a Montessori qualification and all three are currently undertaking a level three qualification.

Support is received from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

West Acre Montessori School provides good quality care for children aged two and under five years. The experienced, stable staff group and attractive environment ensures children are secure and happy to attend. Children respond well to the individual attention given to them by the staff who work together as a team. They are confident and interested in the activities provided and their independence is encouraged by self-selecting materials and returning them after use. The sessions are generally well organised although the large group times are sometimes too long to maintain the interest of all the children. The documentation supports the practice in the group but some of the policies and procedures do not give clear or realistic information.

Staff show a good awareness of safety. They assess risk to well to ensure children

can play with minimum risk both inside and outside. Children are being taught good hygiene practises and clear procedures are in place to reduce the risk of cross infection. They have free access to drinks and show independence at snack and mealtimes. Staff work closely with parents and other professionals to ensure the needs of all children are met.

Children have access to a range of Montessori equipment together with activities to encourage their imagination and are well occupied. Staff are kind, listen to children and value what they say and children talk confidently to the adults and other children in the group. Clear boundaries are in place and explanations given to the children who are well behaved.

Parents are given clear information about the setting and there are open channels of communication in place which are valued by parents and staff. Parents contribute to the activities offered.

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

There were no actions raised at the last inspection.

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

- A very attractive and welcoming environment is created with attractive wall displays and appropriately arranged furniture and equipment which encourages the children to come into the group with confidence. The well organised environment gives the children a feeling of security.
- Children have free access to a choice of drinks and show independence and confidence in recognising their own bodily needs. Lunchtimes are enjoyable occasions shared by staff and children where children's social skills are encouraged.
- Detailed information is obtained from parents about their child in the 'All about me' booklet to enable them to be given appropriate care. Individual needs are recognised and children treated with care and concern and offered positive encouragement to enhance self esteem.
- Staff have clear boundaries for behaviour to which children respond and are well behaved. They help children to recognise the feelings of themselves and others in order to manage their own behaviour. Children share and take turns willingly. Staff provide good role models; are enthusiastic and caring and children imitate this behaviour and are caring towards each other.

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

- the documentation relating to:
- the child protection policy to ensure it follows government guidelines;
- the procedure for lost or uncollected children to ensure it gives realistic information.

- the organisation of the large group times to ensure the needs of all the children are recognised and met.

### 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
14	develop the procedures for lost or uncollected children to clearly state the action to be taken.
14	develop the child protection policy in line with the government booklet What To Do If You're Worried A Child Is Being Abused – Summary.

## 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 West Acre Montessori School is generally good. It enables children to make very good progress in the areas of personal, social and emotional development, mathematics, knowledge and understanding of the world and physical development and generally good progress in the other two areas of learning.

Teaching is generally good. Staff make good use of the accommodation and resources to provide an environment in which children are developing independence and feel confident and secure. They provide good role models with their calm, gentle approach and children are interested in the activities offered. They are polite, well behaved and caring towards each other.

Planning is clearly related to the early learning goals and a new observation and assessment process is currently being introduced. Children's progress in the Montessori principles is recorded and staff plan to use a newly introduced observation and assessment process to inform planning. Planning does not yet fully maximise activities or show how children's vocabulary will be developed.

Leadership and management is very good. Staff work well together and are involved with planning and delivery of the curriculum. They are undertaking further qualifying training and are accepting areas of responsibility. Staff are helped to self-appraise their skills and knowledge. The setting carries out annual evaluation and an action plan is written and displayed for parents. There is a commitment from everyone involved to improve the provision.

The partnership with parents is very good. Parents are encouraged to contribute to the activities and are well informed regarding their children's progress. Parents are given information about the setting, Montessori principles and the early learning goals when their child starts at the group. The support and enthusiasm of parents has a positive effect on children's attitude to learning.

### What is being done well?

- Children are encouraged to form good relationships with staff and each other and their confidence, self esteem and independence is nurtured.
- Children are given many opportunities to use the mathematical language in everyday situations. They show interest and enjoyment in using numbers and are being encouraged to add and subtract. They are starting to recognise written numerals. The Montessori equipment gives children many opportunities to compare shape, position and size and recreate patterns.
- Children move confidently showing an awareness of space and movement when balancing, dancing and using the indoor and outdoor areas. They have

opportunities to develop physical skills through planned and free play activities and have a good awareness of their own needs through the daily routine.

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

- opportunities to extend and develop children's imaginative play and the use of books in a variety of situations;
- opportunities to extend the vocabulary of older/more able children;
- children's assessments to ensure they inform planning.

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

The setting has made generally good progress since the last inspection. Training has been undertaken to gain a greater understanding of the early learning goals and the stepping stones used in planning the curriculum. The plans include staff responsibilities and deployment. The plans relating to the Montessori principles are displayed but medium or short term plans are not.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem is nurtured through the interaction of staff, organisation of resources, activities and experiences provided. Their independence skills are encouraged by the self-selection of activities and by taking responsibility for their personal needs. Children are developing an awareness of the needs of others and learning to manage their own behaviour. They are well behaved, motivated and interested and enjoy good relationships with staff and each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident in using books and enjoy sharing, relating and listening to stories with their friends. They have opportunities to practise mark making and some can write their names. Children enjoy rhythmic activities clapping their names with enthusiasm. However, opportunities are not maximised to extend the use of books in a variety of situations. Children use language well in conversation but staff do not ensure their vocabulary is extended by including in planning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to use and think about mathematical language. Many are confident in counting to ten and are starting to recognise written numerals. An awareness of addition and subtraction is being developed through action songs and other activities. Children have a good understanding of size and weight and are able to describe geometric shapes and to sequence materials when using Montessori materials.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities give children opportunities to investigate and explore. They are confident in construction with Montessori equipment and other materials. Nature walks stimulate an interest in the natural world and features of the locality and children enjoy collecting leaves and observing animal behaviour. They are becoming confident in the use of technology. Celebration of festivals, displays and role play are helping children develop an understanding of the world in which they live.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are developing control over their bodies and move freely and with spontaneity responding well to rhythm and music. They are confident when using outdoor equipment, balance well and enjoy dancing together. They are skilled at manipulating small objects e.g. using tweezers to pick up dried beans. They show good hand/eye co-ordination and increasing control as they pour drinks or use scissors and other tools. Children are gaining an awareness of good health through the daily routine.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have opportunities to explore with paint, learn about colour and use texture and different materials in creating collages. Children are developing a sense of rhythm through song and dance. They enjoy listening to and creating patterns of sound. Children join together to use imaginative play materials and create imaginary situations when playing outside. However, opportunities provided in this area are not always maximised.

**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 planning maximises opportunities presented by activities to:
- encourage and develop children's imaginative play;
- extend children's vocabulary;
- develop the use of books in a variety of situations.
- ensure children's assessments inform planning and ensure progress is fully monitored.

*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.*