



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 161028

DfES Number: 539291

INSPECTION DETAILS

Inspection Date 28/02/2005
Inspector Name Lisa Jane Cupples

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Seedlings Montessori at Moorlands School
Setting Address Kesteven Way
 Southampton
 Hampshire
 SO18 5RJ

REGISTERED PROVIDER DETAILS

Name Mrs Helen Prochazka

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

Seedlings Montessori Day Nursery opened in 2001. The day nursery and after school club runs from 2 rooms within Moorlands Infants School, in Bitterne, Southampton. There are currently 57 children from 2 years to 9 years on roll. This includes 21 funded 3 year olds, and 11 funded 4 year olds. Children attend a variety of sessions. The setting currently supports a number of children who have special educational needs and English as an additional language.

The group opens 5 days a week for 48 weeks a year. The setting is open from 08.00 until 18.00 daily, and children attend for a variety of sessions.

There are 7 full time and part time staff who work directly with the children. Over half the staff have Montessori qualifications or early years training, and 1 member of staff is completing a recognised Montessori qualification.

The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Seedlings Montessori Day Nursery provides acceptable nursery education of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a clear understanding of the Foundation Stage. They make sound links with the Montessori Learning Aims and the stepping stones. Staff know exactly what they expect children to gain from each activity. They observe and monitor children's progress effectively, which enables them to plan a curriculum to meet children's individual needs. Staff know each child well and activities are differentiated to ensure they all make very good progress. Behaviour management is consistent, clear rules and boundaries are in place and children respond well to the high expectations of the staff. Good systems and procedures are in place to support children who have special educational needs and English as an additional language.

The leadership and management of the setting are very good. Staff are supported well by the owner and clear roles and responsibilities are defined. Appraisals are completed every six months to monitor staff performance, contribution to the setting and to identify training needs. Daily activities are evaluated and Montessori activities are monitored to ensure learning aims are being met successfully. The owner and the whole staff team are committed to the continued improvement of care and education for all children. They have strong links with other agencies to promote good practice throughout the nursery.

Partnership with parents is very good. Parents receive a detailed prospectus and the curriculum planning is clearly displayed on the notice board. Parents are able to discuss individual children's needs with staff at any time and newsletters are also used to keep parents well informed. Parents have access to their children's achievement records on request and are able to make written contributions about their learning at home.

What is being done well?

- Children are actively involved in their learning. They are confident, work well independently and in large or small groups. They use their initiative and show high levels of concentration, for example, when constructing and designing models, during structured activities and listening to stories.
- Staff manage children's behaviour effectively. They have a relaxed and calm approach. Clear rules and boundaries are in place and the children know what is expected of them. They show an understanding of group rules, often explaining them to others. Staff give clear explanations and take time to ensure children see they have been treated fairly, for example, discussing the need to share and take turns with the computer so all children have the chance to participate. Children are happy with the outcome and share the

equipment fairly.

- Parents are well informed about the progress their child is making. Parents have access to their children's records and can record their own comments. The owner provides a wide range of information and communication is open and clear, ensuring the parents feel comfortable and are aware of their children's progress. The staff provide a warm and welcoming environment for the parents.
- Children's progress in all areas of their development is very good. Children have excellent opportunities to develop their knowledge and understanding in all areas through a wide range of well planned, exciting and stimulating activities both indoors and outdoors. Deployment of staff is exceptional, ensuring that all children are fully supported.
- Relationships within the preschool are good. Staff value every child as an individual. Consequently this ensures that the children are confident, sociable and have caring relationships with one another and adults.

What needs to be improved?

- the opportunities for children to write their own names on their work and use writing for different purposes
- the opportunities for children to develop their gross motor skills, through climbing and travelling over, under and through large pieces of equipment
- the provision of role-play resources to enable children to develop their imaginative play in different scenarios and in small groups.

What has improved since the last inspection?

Not applicable, this is the settings first education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and keen to learn. They self-select their activities and concentrate extremely well. Children are able to sit still and listen carefully to each other and the staff. They form good relationships with adults and their peers, talking openly about their own experiences. Children are very well behaved and can follow simple instructions. They are polite and are beginning to show consideration for others. Children are independent and have good self-care skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers in a variety of situations. They can explain their ideas and express their feelings clearly. Children have a good vocabulary and describe activities and resources in detail. They recognise the shape and sounds of letters on name cards. Children handle books independently and enjoy listening to stories, often predicting what will happen next. Children can form clear, recognisable letters and have some opportunities to use writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to and sometimes above 9. They recognise numerals up to 7 during practical activities. Children are beginning to problem solve, for example, with graded length poles. Older children are able to calculate, adding and subtracting with groups of objects. Children use mathematical language well to describe position, size and weight. They are developing a good understanding of dimensions. Children are able to recognise and recreate patterns accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of natural and manmade materials. They talk about differences at the nature interest table. Children build and construct towers and models using their own ideas. They use everyday technology with ease and are able to choose individual programmes on the computer. Children have a good sense of time and place, recalling past personal experiences. They are beginning to understand other cultures through topics, themes and celebrating festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with purpose as they select activities freely. Children have good spatial awareness in large groups. They handle a range of tools with increasing control and have good co-ordination. Children are beginning to understand the importance of healthy eating and recognise changes to their bodies during physical play. Children use small pieces of equipment with confidence, however there are few opportunities for them to climb or travel over, under and through equipment.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children recognise and name colours and shapes throughout the day. They are able to experiment with an extensive range of materials and create their own work. Children sing songs from memory and match actions to rhymes with confidence. Children use their imaginations well with miniature world toys, however there are few opportunities for them to develop their imaginations during role-play in small groups. Children use all of their senses to explore the world around them.

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:
- extend the resources in the role-play area to enable children to develop their imaginative play in group situations and to use writing for different purposes
- provide opportunities for children to develop their gross motor skills, through climbing and travelling over, under and through large pieces of 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.