



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109315

DfES Number: 518963

### INSPECTION DETAILS

Inspection Date	09/07/2004
Inspector Name	Alison Weaver

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Gregory's Montessori Nursery School
Setting Address	Victoria Drive Eastbourne East Sussex BN20 8QY

### REGISTERED PROVIDER DETAILS

Name	The Committee of Chairman of the Trustees 2456477
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### ORGANISATION DETAILS

Name	Chairman of the Trustees
Address	c/o St Gregory's Nursery Victoria Drive Eastbourne East Sussex BN20 8QY

## 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

St Gregory's Montessori Nursery School is owned by the catholic church Diocese of Arundel and Brighton; three local trustee directors provide management support. It is non denominational. It operates from a church hall adjacent to St Gregory's main church building in Eastbourne. The setting has a small kitchen, toilets, and an outdoor area available for use. There are several schools, shops and a library nearby. The setting serves the local area and is open to all children.

There are currently 67 children from 2 to 4 years on roll. This includes 33 funded 3 year olds and 20 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09.00 until 16.00, with children able to attend for a full or half day.

Six staff work with the children. All of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The group uses the Montessori method of teaching.

### How good is the Day Care?

St Gregory's Montessori Nursery School provides good quality care for children.

The staff provide a calm, relaxed, and friendly environment where children feel secure and settled. The staff work well together as a team and are very supportive to one another. They are enthusiastic and show commitment to improving practices in the setting. The recruitment procedure is effective and ongoing training is encouraged.

The setting is well organised and effective use is made of the space. The emphasis is on making the environment as child friendly as possible. Staff give very high priority to ensuring children are safe at all times. The staff are guided by a clear set

of procedures which they consistently implement. Children develop a good understanding of safety issues and hygiene practices. Snack time is not currently being used to promote healthy eating.

There is plenty of good quality equipment for the children to choose from. Children are involved in a broad range of activities which promote their individual development. They are interested in the activities and concentrate well. Staff actively seek ways to meet individual children's needs and promote equality of opportunity, although the written information obtained from parents lacks sufficient detail.

The staff provide positive support and encouragement which results in children being well behaved. Staff are good role models and show that they value and respect the children's contributions. They are skilful in developing children's confidence and independence.

The partnership with parents and carers is good. Parents receive a variety of helpful information about the setting and regular feedback about their child's progress. They are happy with the care provided and feel able to share any concerns with staff. They are encouraged to be involved in their child's learning. All the required documentation is in place and kept appropriately.

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

Since the last inspection all the actions raised have been addressed. The group has put in place health checks for new staff as recommended to ensure they are suitable to work with children. The managers closely monitor the staffing levels to ensure that they meet the required ratios. The record of attendance has been improved to show times of attendance and a record of administration of medication is kept which parents countersign. The group has a copy of the Code of Practice for Special Educational Needs which it uses.

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

- There are very comprehensive health and safety policies and procedures in place. The daily checklists for staff ensure that all necessary safety precautions are taken in the building and outside. This includes the use of personal alarms when a member of staff is outside.
- Staff make the main room colourful and attractive by using a variety of wall displays, posters, and interest tables.
- The storage of the resources is effective at promoting children's independence as it enables children to make their own choices from a broad range of equipment. There is a good balance of Montessori and other equipment for the children.
- The partnership with parents works very well, with information being regularly exchanged about children's progress. Parents are encouraged to share what they know about their child and contribute to children's records, particularly at the open evenings. The parents are made aware of the group's activities through newsletters and a display of photographs of what the children do in

the setting.

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

- the provision of healthy snacks at break times and the availability of drinks
- information obtained from parents about individual children.

#### **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
9	Ensure that all children's records contain information from parents which enables appropriate care to be given, with particular regard to language, culture, religion, and race.

## 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 St Gregory's Nursery School is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good and staff interact with the children effectively. Staff have a secure knowledge of the individual children and plan and provide activities that will meet their needs. These activities are varied, stimulating, and appropriate. The emphasis on child initiated activities is particularly effective in promoting children's learning. Staff provide very good support for children and promote their developing communication skills. Children behave well in response to the high expectations and sensitive support of staff.

The accommodation and resources are used well to promote children's learning and to encourage their independence. The daily sessions are well organised but the grouping of the children is not always effective. Written plans are in place but some lack detail informing staff of how to adapt group activities to cater for differing abilities. A satisfactory observation and assessment system is used to record children's progress and to inform future planning.

The leadership and management of the setting is very good. The staff work well together and provide good support to each other. Ongoing staff training and development is encouraged. The group shows commitment to improving its knowledge and practices. They regularly monitor and evaluate the effectiveness of the provision so that any weaknesses can be addressed.

The partnership with parents and carers is very good. There are effective methods in place to provide parents with written and verbal information about the group and the Foundation Stage. They are kept well informed about their child's progress and are able to make their own contributions to the learning process.

### What is being done well?

- Children are confident, interested, and able to work on their own. The staff provide the support that is necessary and promote children's development through the activities. Children are regularly challenged and extended. They are well motivated and keen to learn.
- Staff are good at developing language; they value what children say and do; effectively model and reinforce language; and encourage children to listen to others. They use effective questioning techniques to encourage children to think about what they are doing and to talk about their experiences.
- The resources are well organised and labelled effectively which encourages children's independence and word recognition.

- The setting works very effectively with parents to support children's learning. Parents are encouraged to be involved in numerous ways including the initial use of the questionnaires. They are able to contribute to the reviews of the individual children's profiles. The group makes parents aware of the Foundation Stage and what children can learn from the different activities offered. This gives parents a good understanding of the curriculum.

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

- the written plans, to show how group activities can be adapted for children working at different levels and rates
- the grouping of the children at activities to ensure that all are fully involved in the learning process.

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

At the last inspection two points for consideration were raised. The setting has made very good progress towards addressing the issues. Parents now complete a questionnaire when their child starts in the group. This gives the staff information about the child's interests, abilities, and development and is used to inform the records. Drama is now planned on a regular basis giving children more opportunities to express their own ideas and imaginations.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's independence skills are developing well. They are actively involved in their learning, making their own choices and decisions. They show good concentration skills. Children are confident, settled, and enjoy their time in the group. They relate well to each other and to adults, including in group activities. They are generally well behaved, learning to share and take turns. They feel valued and learn to take a pride in their achievements.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are fluent and confident speakers and their vocabulary is regularly extended. They are developing a good understanding of the link between sounds and letters. They recognise and name letters of the alphabet. The children are confident writers, practising writing on a regular basis. Many children can write their own names, words, and simple sentences. Children listen and respond to stories, rhymes, and songs, joining in enthusiastically. They enjoy reading and looking at books.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to sort and match with ease. They recreate patterns and sequences. Children can count confidently to 10 and well beyond. They are able to recognise numerals up to 10. They use mathematical language correctly in everyday situations. Children are developing a good understanding of shape, size, and measurement. They are learning to use simple calculation in practical activities and through planned work.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy a wide range of materials and objects which they explore and investigate. They regularly use reference books to increase their knowledge and understanding. They are learning about the world around them through everyday activities and planned topics. Children are able to recall past and present events in their own lives and those of others. They confidently use information technology. They demonstrate very good cutting skills and experience a variety of small tools.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely, showing good co-ordination and sense of space. They explore movement in a variety of ways. They use both small and large equipment with increasing skill and ability. They show good fine motor control. The children are developing an understanding of how to keep healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are encouraged to use their imagination in regular role play and drama activities. Daily art activities are organised which children clearly enjoy using to express their own ideas. They have opportunities to respond using their senses. Children enjoy participating in singing and music activities.	
<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:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- ensure that the written plans indicate how group activities can be adapted to take into account children working at different levels and rates, and that the grouping is appropriate.

*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.*