



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117146

DfES Number: 530230

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Plympton Montessori Nursery & Kids Club
Setting Address Plympton Montessori Nursery
Meadowfield Place
Plymouth
Devon
PL7 1XQ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Partnership of M Taylor & L Taylor
Address Plympton Montessori Nursery
Meadowfield Place
Plymouth
Devon
PL7 1XQ

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

Plympton Montessori Nursery opened in 1998 and operates from a prefabricated building in the grounds of Yealmpstone Farm School in Plympton, a largely residential suburb of Plymouth. There is a dedicated lawned area for outside play.

The nursery is open from 08:00 until 17:45 Monday to Friday throughout the year for children aged from two to school age. In addition before and after-school care and holiday care is available for children up to 11 years.

There are currently 80 children on roll, including 30 funded three-year-olds and 13 funded four-year-olds. Children with special educational needs and English as an additional language can be supported.

Seven staff work with the children. The manager holds a BTEC National Diploma in Nursery Nursing as well as an appropriate Montessori qualification. Two further members of staff hold NNEB and BTEC qualifications. The proprietors are qualified teachers and Montessori trained. The group receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Plympton Montessori Nursery provides good quality care for children.

Both the proprietor and the manager of the group are well qualified and experienced. They lead a proactive and coherent team, who are all clear about their roles and responsibilities. Space, time and resources are well used. Record keeping and documentation systems are comprehensive.

Children are safe and well cared for in an environment where risks are minimised and access to the provision is closely monitored. Children's medical issues are well managed. The snack-time food does not always include healthy alternatives, drinks are freely available. All adults are clear about their child protection responsibilities.

Children access a broad and stimulating range of well-planned activities that integrate the Foundation Stage curriculum and Montessori principles to good effect. Staff know children's individual needs and abilities very well; this includes children with special educational needs or English as an additional language. Behaviour is well managed consistently.

There is an effective partnership with parents, who receive substantial amounts of information about the group and its activities. The key worker system allows staff to work closely with parents, promoting positive outcomes for children.

What has improved since the last inspection?

At the last inspection the group were asked to ensure that their child protection procedure was in line with local guidelines and was shared with parents. The policy now reflects good practice in this respect, it is made available to parents on a clearly visible noticeboard, thus improving children's access to a secure environment.

What is being done well?

- The group is very well organised through efficient documentation systems, thoughtful use of space and resources, and careful adult deployment.
- Giving children access to very regular small group work and one-to-one support is a clear priority for adults and an effective way of promoting children's learning and development.
- Adults know individual children's needs very well, offering effective support to all, including children with special educational needs or who use English as an additional language.
- Parents are kept well informed about the work of the group and their child's progress.

What needs to be improved?

- children's access to healthy alternatives at snack time.

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
8	Ensure children access healthy alternatives at snack times.

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

How effective is the nursery education?

Plympton Montessori Nursery provides good quality nursery education with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Adults have a clear understanding of the curriculum and children's development. The whole team contributes to planning. This meets both the requirements of the Foundation Stage and the Montessori ethos. Adults succeed in encouraging children to do their best and ensure that progress is closely assessed. There is a valuable emphasis on small group and one-to-one support for children's learning, this benefits all, including children with special educational needs and English as an additional language. Evaluations of themed activities ensure that these elements of the programme can be continuously improved. Daily routines are not yet evaluated to the same degree. However, taken overall, space, resources and time are organised very well in order to bring about good learning.

The leadership and management of the group is very good. Both the proprietor and the manager are well qualified and experienced, and bring an evaluative eye to their work. They ensure staff are given every opportunity to contribute to the improvement of quality.

The partnership with parents is very good. Parents receive sufficient information about the group and its activities. They are also given very regular updates about their child's educational progress, and are invited to be involved in their child's learning through a variety of methods.

What is being done well?

- Children are given very good opportunities to develop independence and self esteem. They have high levels of self-motivation and concentration when taking part in both adult led and self selected activities.
- Adult support for the development of children's handwriting is particularly skilled. Many children of a young age are now able to write their name, unaided and with correctly formed letters.
- Through the thoughtful use of Montessori resources children's abilities to sequence, make patterns and correctly order shapes are developing very well. They have a sophisticated understanding of concepts as larger, smaller, lighter, and heavier.
- Children are gaining an increasingly high level of fine motor skills; they manipulate Montessori resources and other toys with dexterity and co-ordination.

- Adults have a consistent approach to working with children; they are calm, positive, encouraging and respectful, and as such, are very good role models for children.
- Parents are given substantial opportunities to become involved in, and informed about, their child's education.

What needs to be improved?

- the frequency with which daily routines are evaluated in order to address any minor weaknesses in adult practice.

What has improved since the last inspection?

The improvement since the last inspection is very good. At the last inspection the group were asked to give children greater access to climbing and balancing equipment. Climbing frames and other resources are now regularly available to children, improving their opportunities to develop their climbing and balancing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are engaged in their learning and motivated to participate. They enjoy their achievements, such as speaking during show and tell time. They are quickly learning to play co-operatively, and respond well to adult encouragement to manage their own behaviour. They are keen to help with group tasks such as handing out biscuits or helping to tidy away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children readily initiate conversations with adults and show their growing vocabularies. They enjoy stories and make good, independent use of the book corner. Writing materials are freely available at every session, and children make very good use of them. Many children can write their own names, unaided and with correctly formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children use numbers spontaneously and accurately throughout the session. They can recognise numerals on Montessori resources. They are very skilled in identifying shapes, and can successfully recreate patterns. They use comparative language, such as bigger and smaller, accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to gain an appreciation of the world around them. The emphasis within the Montessori curriculum on both respect for the natural world and for other cultures allows children to gain a greater understanding of both the environment and peoples differences. Children also make good use of information technology to support their learning, as well as having an increasing understanding of the progression of time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to learn about their own bodies and the principles of living healthily. They access frequent activities that support the development of their fine motor skills, such as gluing and sticking and manipulating Montessori resources. They enjoy daily physical play sessions, and show increasing levels of control and co-ordination in their use of space and their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to explore texture and form, using all senses. They enjoy songs, showing familiarity with a good number, and moving to, and making music. Well resourced role-play areas give free reign to children's imaginations, children play for extend periods of time. Children express their opinions and preferences, readily choosing their own activities from the wide range that are easily accessible.

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, however consideration should be given to the following;
- Increase the frequency with which daily routines are evaluated in order to address any minor weaknesses in adult practice.

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.