



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 117114

DfES Number: 522094

INSPECTION DETAILS

Inspection Date 09/02/2004
Inspector Name Karyn Yarnold

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Frogmore Montessori Nursery
Setting Address Frogmore House
 Frogmore Avenue
 Eggbuckland
 PL6 5XH

REGISTERED PROVIDER DETAILS

Name Mrs Maureen Taylor

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

Frogmore Montessori Nursery School opened in 1991. It operates from a large detached house in a residential area of Plymouth. There is a large secluded garden and outdoor play area at the rear of the property. The nursery serves the local area.

There are currently 62 children on roll aged from under one year to under eight years. This includes 24 funded 3-year-olds and 8 funded 4-year-olds. Children attend a variety of sessions. At present there are no children attending the nursery who have special needs or who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 12:30 and from 13:30 until 17:45. Children may also stay for the lunch period. Holiday and out of school care is offered to children who have attended the nursery and siblings up to the age of eight years.

Four part-time and seven full-time staff work directly with the children and there is also a nursery manager in post. All staff hold early years qualifications.

The setting receives support from a teacher from the local Early Years Development and Childcare Partnership who visits termly. The nursery follows Montessori teaching methods and is a member of the Montessori Education Forum.

How good is the Day Care?

Frogmore Montessori Nursery provides good quality care overall for children from birth to eight years. The management and organisation of the setting is good and children are well cared for.

A warm and welcoming environment is extended to both children and parents and good relationships are fostered. Children are happy and settled. Space is well organised and resources are used appropriately.

Good procedures are in place to ensure that children are safe and good hygiene

practices are adopted and followed by staff, particularly in the baby room. There are comprehensive policies and procedures, however the written statement about special needs does not reflect current guidance and the registration system does not show times of children's attendance.

The nursery staff plan a wide range of interesting activities and provide children with a good selection of natural and sensory experiences, which contribute towards children's development and progress towards the early learning goals. There is a very good selection of story, reference and information books. Nursery staff produce excellent curriculum plans and use observations and assessment effectively. There is a key worker system.

The staff encourage good behaviour between children in a way which promotes their welfare and development. They use appropriate behaviour management strategies for different ages.

There is a very good partnership between parents and staff. Parents are provided with relevant information including policies and procedures. Regular newsletters are produced and parents of funded children receive end of term reports on children's progress. Daily diaries are shared with parents for babies and younger children.

What has improved since the last inspection?

At the last inspection the setting agreed to maintain a record of all visitors.

There is now a system in place that records visitors' attendance, further improving children's safety.

What is being done well?

- The setting is well managed and the daily organisation of the provision is good.
- The curriculum planning is excellent and staff use observations and assessments effectively.
- There is a warm and welcoming environment extended to babies, children and parents.
- Good use is made of available space.
- Staff give high priority to children's safety and hygiene.
- Staff promote positive behaviour and are good role models.

An aspect of outstanding practice:

The setting produces excellent curriculum plans and there is a very good procedure in place where worthwhile observations and assessments are completed and used to inform future planning.

What needs to be improved?

- the registration system to include times of children's attendance
- the contents of the first aid box
- the equal opportunities policy to promote and respect diversity in the immediate and wider society
- the written statement about special needs and staff knowledge of the Code of Practice (2001) for the Identification and assessment of Special Educational Needs.

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	Ensure that there is a system for registering children's attendance on a daily basis, showing hours of attendance.
7	Ensure that the first aid boxes are checked frequently and replaced as necessary.
10	Develop the written statement about special needs which is consistent with current legislation and guidance and includes both special educational needs and disabilities.

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

How effective is the nursery education?

Frogmore Montessori Nursery School offers high quality nursery education, which helps children to make very good progress towards the early learning goals. Children are making very good progress in all six areas of learning. In communication language and literacy and mathematics they are making exceptionally good progress.

Teaching is very good. The staff possess a very good understanding of the Foundation Stage curriculum. They plan a particularly effective curriculum, which includes a wide range of interesting and practical activities. Staff take the time to ensure that activities are well thought out and properly resourced. Staff want the children to enjoy and learn from the experiences on offer. They make very good use of their knowledge and observations of individual children to ensure that they are helping them to learn. There is a good range of resources which staff use appropriately to support children's progress in all areas of learning. Children's behaviour is exemplary in response to the staff's clear and high expectations. Staff use a range of positive strategies and plenty of praise.

The leadership and management of the setting is very good. The owners and staff have a strong commitment to maintaining and improving the setting and its practice. Staff work very well together as a team. They are supportive of each other and committed to further improving their skills.

The partnership with parents and carers is very good. Parents are well informed about the setting, and the progress and significant achievements that their children make. They are actively encouraged to support their children's learning, and to contribute to the setting in ways that are appropriate. This assists children's progress towards the early learning goals.

What is being done well?

- Staff create a very well planned and stimulating environment where children learn through a wide range of practical play activities.
- Staff have a clear understanding of the early learning goals and make excellent use of resources to teach the children.
- Communication language and literacy and mathematical development are supported particularly well by staff.
- Children are interested, excited and motivated to learn. They are self-confident, and form good relationships with both the children and adults around them.
- Children's behaviour is exemplary as a result of staff's high expectations.

- A strong and committed leadership and staff has enabled the setting to further develop since the last inspection, and demonstrates a strong commitment to maintaining and improving the care and education provided.

What needs to be improved?

- policies and procedures for special needs.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Whilst no key issues were raised, there were two points for consideration, which were to ensure that additional small apparatus is available, and differentiate between staff and children's comments in the end of term records. The setting has achieved this by ensuring that additional small apparatus such as hoops, bean bags and ride on toys are available to improve children's physical development skills; and by clarifying children's records to show who has made which comments at the end of term.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work well together in groups and show good levels of involvement in self-selected activities. They are very confident and show interest in the activities provided. Their self-esteem is promoted very well and they help with routine tasks such as tidying up. They show good levels of independence as they pour their own drinks. Behaviour is exemplary due to good support from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children clearly understand that print conveys meaning. They understand that books and the written word may be used for information and reference, as well as for stories. They can recognise and name letters. They are introduced to and use a widening vocabulary, including French. Children are encouraged and supported in their writing, and resources to aid this are permanently available. Due to positive staff support children are doing very well in this area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count accurately, can recognise numerals 1 to 10, and are able to use comparative language, such as 'big, large and small', appropriately. Children have many opportunities to learn about calculation and develop problem-solving skills through practical activities. They are beginning to grasp the concepts of subtraction and addition. Mathematics is integrated into the daily routine very well. As a result children are achieving well in this area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a great deal of interest in the world around them. They are helped to understand their own and other cultures very well by the staff. Children have first hand experiences through many interesting topics, such as 'My Body' and 'Space'. They understand the use of a variety of technology. Staff use the local environment and resources to promote children's understanding very well. Children confidently use simple tools to design and make things.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of small and large equipment confidently. They have learned good co-ordination skills and show an awareness of each other when moving around, particularly when using ride-on toys. They show an awareness of changes in their bodies, for example they take their coats off during play, because they are hot. They use a variety of construction and building resources competently. They also use a variety of tools competently, such as hammers, scissors, and brushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a variety of opportunities to express themselves creatively and use their imaginations. They join in with songs and action rhymes, and express themselves freely in music and movement. They paint and print confidently. Children are encouraged to use their imagination during role-play and do so particularly well. Children's artwork is imaginative. They have access to a good range of resources, which they select independently, and use appropriately.

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:
- improve the support offered to children with additional needs, by developing the special needs policy and procedures in line with current legislation.

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.