



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY241503

DfES Number: 567465

### INSPECTION DETAILS

Inspection Date 26/01/2005  
Inspector Name Joanne Lindsey Caswell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Tudor House Montessori Nursery  
Setting Address Gloucester Road  
Burgess Hill  
West Sussex  
RH15 0QD

### REGISTERED PROVIDER DETAILS

Name Mrs Carole Benson

## 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

Tudor House Montessori Nursery has been registered since 2002. It is a privately owned group under the same management as The Hickory Montessori Nursery, Lindfield Montessori Nursery and the Victorian Lodge Day Nursery. It operates from self-contained, purpose-designed premises in Burgess Hill, West Sussex. There are three playrooms with adjoining sleep facilities and an enclosed garden. Toilets, nappy change and hand washing facilities are all easily accessible from the group rooms. A maximum of 26 children under five years may attend the nursery at any one time. The nursery opens throughout the year, from 08:00 to 18:00, closing only for two weeks in the summer, one week at Christmas and for all bank holidays.

There are currently 56 children, aged from four months to four years, on roll. Of these, 15 children receive funding for nursery education. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language.

A team of 13 staff work with the children. Of these, 9 hold a recognised early years qualification and a further three staff are currently undertaking early years training. All staff also have access to additional training, including Montessori teaching. Staff combine a traditional Montessori curriculum with early years teaching methods, such as learning through play, to deliver the Foundation Stage curriculum.

The nursery is a member of the Pre-School Learning Alliance, the Foundation Network and the West Sussex Montessori Forum. It regularly receives support from the West Sussex Early Years Development and Childcare Partnership (EYDCP) and is currently working towards the West Sussex Quality Kitemark.

### How good is the Day Care?

Tudor House Montessori Nursery provides good quality care for children. It is managed by a team of professionally qualified, highly motivated and dedicated staff who are keen to extend their knowledge and skills and have completed further training. The nursery is well-organised and the daily routine enables children to

participate in a wide range of activities. Staff provide a very stimulating, caring and secure environment and the premises are maintained to a high standard. There is a very good selection of high quality equipment and resources, which children can access easily. All regulatory documentation is in place and is well-organised and stored securely.

Staff are extremely vigilant regarding children's health and safety and most procedures are in place to ensure safe practice, although some children's drinks are not clearly labelled. Precautions are taken throughout the nursery and high priority is given to maintaining security. Children's dietary needs are catered for and all children are provided with a healthy and nutritious range of meals and snacks. Staff have experience in supporting children with special educational needs. Procedures are in place for managing child protection issues and all staff are aware of their responsibilities.

Staff provide a very good range of curriculum activities to stimulate children's learning and development. They organise the routine to cater for children's differing abilities and ensure equality of opportunity for all children. Staff manage children's behaviour extremely well and children respond positively to the praise and encouragement they are given.

Staff develop strong relationships with parents and very good procedures are in place to ensure parents are fully involved in their children's care and learning. Staff offer a very welcoming environment for parents and ensure they exchange information about each child's progress and achievements on a daily basis. Feedback from parents is welcomed and valued.

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

not applicable

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

- Children interact well with staff and their peers and develop their social skills within a loving and caring environment. Children respond well to staff and approach them happily.
- Staff are committed to ensuring all children receive a high standard of care. They are dedicated to all the children in the nursery and meet their individual needs accordingly. They provide a very homely, relaxed and loving atmosphere, in which children feel safe, secure and happy.
- Children have access to a very good selection of activities and benefit from both indoor and outdoor play. They have extensive opportunities to participate in activities which meet their overall developmental needs.
- The daily routine is carefully planned for the different age groups, to ensure adequate times for free play, structured activity, meal times, rest times and outdoor play.
- Children's behaviour is managed extremely well. Children respond to the

positive and happy atmosphere and show a clear understanding of staff's expectations.

- Staff are experienced and dedicated child care professionals. They have a clear understanding of how children learn and provide appropriate activities. They are extremely proactive in increasing their knowledge and skills and ensuring nursery practice is continually improved.
- The nursery is very well resourced. Children have access to an extensive range of high quality toys and equipment, all of which is well maintained and is used appropriately.
- Staff are skilled in using the outside play area to extend children's learning.

**An aspect of outstanding practice:**

The professional staff team are dedicated to maintaining high standards of care and continually review practice to make further improvements. Staff work extremely well together as a team and provide a very relaxed and homely environment for children, creating a calm and home-from-home atmosphere.

**What needs to be improved?**

- the procedures for clearly identifying children's drinks.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
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7	Review the current procedures for identifying individual children's drinks.
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## 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 Tudor House Montessori Nursery is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff are professionally qualified and are committed to increasing their knowledge and skills through the completion of further training. They have experience in supporting children with special educational needs and good provision is in place to ensure all children are fully integrated into the nursery and challenged appropriately. Staff use practical, imaginative and fun teaching methods to enable children to develop positive attitudes towards learning. Staff are skilled in combining a Montessori curriculum with all the elements of the Foundation Stage curriculum, through play-based learning. Staff develop strong relationships with children and interact extremely well with them, creating a caring, happy and friendly atmosphere. Curriculum plans are detailed and relate clearly to the early learning goals, although some plans do not fully reflect the extensive amount of activities available.

The leadership and management are very good. There is an effective management structure in place and all responsibilities are shared amongst the team. Staff are extremely dedicated and committed to the success of the nursery, and an effective self-evaluation system enables staff to identify areas for improvement. A staff appraisal system is in place to support staff's professional development and identify potential training needs.

The partnership with parents is very good. Parents are welcomed into the nursery at all times and staff provide a relaxed and friendly environment. Good provision is in place to ensure parents are fully involved in their children's education and staff offer ways in which parents can extend learning at home.

### What is being done well?

- Staff provide an extremely well-balanced, stimulating and imaginative range of curriculum activities, covering all six areas of learning. Activities are adapted appropriately to challenge children effectively.
- Staff form good relationships with parents and utilise all opportunities to involve parents in their children's education and inform them of curriculum activities. Strategies such as caring for Martha the Monkey at home and the "Ask Me About" sheets encourage strong partnerships between home and nursery.
- Children's behaviour is very good. They show courtesy and respect for one another and are developing an understanding of other people's needs. Effective strategies such as the Friendship Stop in the garden, encourage

children to play co-operatively.

- Staff demonstrate professionalism, dedication and total commitment to ensuring all children in the nursery receive a high level of education. They adopt imaginative, fun-based teaching methods, to enable children to develop positive attitudes towards learning.
- The Montessori curriculum offers children many opportunities to explore, experiment and investigate. They develop skills in self-care and are encouraged to become independent learners, within a caring and homely environment.

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

- the details included in some curriculum plans to reflect the extensive amount of activities provided.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely motivated and enjoy new challenges. They concentrate well at self-chosen activities and are becoming independent. Children are developing good relationships and get on well with their peers and adults. Effective strategies such as the Friendship Tree and Friendship Stop encourage children to play co-operatively and show care and respect for one another. They understand the need to share and take turns. Children behave very well and clearly understand acceptable boundaries.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak fluently to their peers and adults. They contribute confidently towards group discussion and express their ideas and experiences well. Children are competent writers. They write during role-play and for a number of purposes and some children can form words phonetically. They recognise and form letters correctly. Children enjoy books and handle them carefully. A well-planned curriculum enables children to enjoy stories such as 'The Hungry Caterpillar' as part of topic work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and recognise numbers that are important to them. They understand the concept of simple calculation and count during number rhymes to add on and take numbers away. Children's understanding of size, weight, money and shape is developing well as they undertake a wide range of practical activities, such as comparing feet sizes, sorting resources and playing with money. Good provision is in place for children to gain an understanding of shape, in both 2D and 3D form.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate using their senses. They explore and observe change in activities such as cooking, planting fruit pips and observing the weather. Children are confident in using the computer and use electronic resources, such as cameras, competently. Good provision is in place for children to learn about the local community and identify features of where they live and places they visit. The recent topic of Journeys enables children to develop an increased understanding of the wider world.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently in a variety of ways. They use a range of apparatus and resources and they show good co-ordination when climbing and running. They move enthusiastically during physical play sessions and negotiate obstacles. Children understand the importance of keeping healthy and personal hygiene. Topic work such as "Growth" enables children to develop an understanding of how their bodies work. Children's fine motor skills are developing well and they have good manipulative skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy music and respond enthusiastically. They make and play their own musical instruments and experiment with sound by clapping out rhythms and recognising fast and slow speeds. Children use their imagination and express their ideas in a variety of different ways. They act out well-known scenarios and stories during role-play. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

**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:
- ensure curriculum plans reflect the extensive amount of daily activities provided.

*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.*