



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 137278

DfES Number: 520375

INSPECTION DETAILS

Inspection Date	15/03/2005
Inspector Name	Anne Robertson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bright Start Montessori Pre School
Setting Address	Crofton Oak Scout & Guide Hall Crofton Road Orpington Kent BR6 6BY

REGISTERED PROVIDER DETAILS

Name	Mrs Michelle Steadman
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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

Bright Start Montessori Pre-school opened in 1991. It operates mainly from one large room in a Scout and Guide hall, with the use of another, smaller room for some sessions. The pre-school is situated in Orpington in the London Borough of Bromley and mostly serves the local area. Bright Start operate the Montessori approach to education. They are members of the Pre-school Learning Alliance and have gained an accreditation from them for the pre-school.

There are currently 50 children from 2.5 to under 5 years on roll. Of these, 37 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times and some sessions during school holidays. They are open for seven sessions per week, five mornings and two afternoons, between 09:30 and 12.30 and 13:00 to 16:00. They also provide 'mini-sessions' for parent/carers to attend with their children between 13:00 and 14:30 twice per week. These sessions are for children and parents to become accustomed to the setting prior to starting the main sessions.

Children are cared for by a total of ten staff, including the manager; not all staff work every session. The manager and six of the staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

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

How effective is the nursery education?

Bright Start Montessori Pre-school provides high quality education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Adults have a good knowledge of the Foundation Stage and provide a wide range of activities which promote children's learning in all six areas. Children are encouraged to be independent and make their own choices. Activities are well planned, in advance, and resources are used imaginatively. Staff extend children's learning by asking appropriate questions and evaluating their progress. They provide the appropriate level of support and guidance and know each child well. Positive behaviour management techniques and frequent praise and encouragement promote good behaviour. There is good support given to children with special needs and those for whom English is an additional language.

The leadership and management is very good. The manager and her staff team work very well together. All staff are aware of their roles and responsibilities. Documentation is well organised and kept up to date. The manager is aware of her staff's capabilities and further training is available and encouraged. Effective planning, monitoring of children's progress and evaluation of activities ensures that targets for children are met. Regular staff meetings are held to discuss the children, the curriculum planning and any other organisational issues.

The partnership with parents is very good. Comprehensive information is provided in the parents' prospectus. This includes information about the curriculum. Parents' receive regular newsletters and are invited to participate in some of the pre-school's activities. Parents show confidence that their children are being well cared for, progressing appropriately and find staff very welcoming and approachable.

What is being done well?

- High priority is given to promoting children's independence. They are encouraged to select resources for themselves, put them away afterwards and to help tidy up after activities. They are also learning to care for their own personal needs, for example: to use the toilet unsupervised and pour their own drinks.
- The staff have clear and consistent expectations for behaviour. Children are taught to share, to take turns and to play co-operatively. They are aware of the boundaries and behave very well.
- Children with special educational needs are very well supported. Staff gather all relevant information from parents and other professionals. They work together to ensure each child's needs are being met appropriately. Plans and programmes are devised by staff, as well as specific games to meet

individual requirements.

- Resources are used creatively to attract children's attention. Children can wander freely around the room and make their own choices. There are opportunities for them to play alone, in small groups, initiate their own play or be directed by an adult. Children are well stimulated, interested and eager to learn.
- Parents are very well informed about the pre-school. They are kept up to date on the themes for the term and specific events in the pre-school. Children's progress is shared with them and they can approach the staff at any time for information.

What needs to be improved?

- the time available for physical activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The pre-school now have revised formats for recording children's progress and their observations, they have improved their range of resources for physical development and children now have ample opportunities for developing their imagination and designing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to be independent. They are confident when approaching adults and making choices for themselves. They play well together in large and small groups and are learning to take turns and to share. There is a good selection of resources, displays and activities to teach children about other cultures and beliefs. Children behave very well. They are familiar with the routine and what is expected from them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact well with each other and with adults. They listen well to stories, re-creating them in role play and art work. Children are learning to recognise letters, the sounds they make and how to write them. Some children can write their first names. There are many signs, captions and names displayed around the room which encourage children to recognise that words have meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to count, recognise and write numbers. Games, number rhymes and specialised Montessori equipment are used to teach children. They make comparisons such as shortest/tallest, more/less and use scales to judge weight. Children recognise familiar shapes, such as, triangle, circle, square, and recreate simple patterns. Junk materials are well used for children to make three dimensional models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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A wide range of activities enable children to learn about the world around them and the wider world. They use natural resources such as growing beans, explore the changes in the seasons and follow this up with stories and art work. Children have lessons in French language and have pictures, artefacts and play equipment which represent a variety of other cultures. Children have good opportunities to design and construct using a variety of materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to control their bodies and co-ordinate their movements. They use larger apparatus to climb and balance and smaller equipment to help promote fine motor skills. They enjoy acting out stories, moving around the room with confidence. Children are taught to handle and control small objects. For example; fine paintbrushes, a pencil sharpener and scissors are used with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There are many opportunities for children to explore colour, texture and shape in two and three dimensions. Activities such as collage work, cooking, painting and junk modelling allow children to use their imagination and develop their creative skills. Children participate in role play, for example when playing in the home corner, and show enthusiasm when acting out favourite stories. They enjoy singing and are learning to recognise and match musical instruments to their sounds.	
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:
- the length of time available for physical activities.

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.