



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 127146**

**DfES Number: 543331**

### **INSPECTION DETAILS**

Inspection Date      26/02/2004  
Inspector Name      Virginia Cooper

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Discoveries Montessori Nursery School  
Setting Address      Brenchley Scout Headquarters  
                            Brenchley Road, Brenchley  
                            Tonbridge  
                            Kent  
                            TN12 7NX

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Sandra Elizabeth Fisher

## 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

Discoveries Montessori Nursery School opened in 1999.

The environment has been especially prepared to teach children using a wide range of Montessori materials and methods. Each week the children are visited by Music and French teachers.

It operates from one large room in a scout hut, located within the parish playing fields of Brenchley, in Kent. It serves local children from Pembury, Marden, Brenchley, Horsmonden and Paddock Wood.

There are currently 20 children from 2 to 5 years on roll. This includes seven funded three-year-olds and two funded four-year-olds. Children attend a variety of sessions. The setting is not currently supporting any children with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 a.m. until 15:00 p.m. Mondays, Wednesdays and Thursdays and 09:00 a.m. until midday Tuesdays and Fridays.

Four staff work with children. Three hold an early years qualification to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

The setting has not recently received support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Discoveries Montessori Nursery School provides a stimulating learning environment for the children, enabling them to make very good progress towards the early learning goals.

Quality of teaching is very good. The staff deliver the curriculum using Montessori teaching methods, they are familiar with the early learning goals and cross-reference the Montessori curriculum successfully with the curriculum guidance for the foundation stage. They seize opportunities throughout the session to progress children's learning with skilful questioning. Children are excited by what they are learning and can choose their activities from a wide selection. The activities aid their development in all six areas of learning. They are confident trying new skills and practicing familiar tasks. Staff are skilled at encouraging and giving help when necessary but standing back and allowing children to investigate and experiment when appropriate. The staff plan interesting activities for the children and are aware of children's individual learning requirements. The children are confident and very sociable, they regularly hold interesting conversations with each other and the staff. Children do undertake some activities where they are able to choose all the resources they need but generally the staff provide the necessary materials and equipment for them.

The leadership is very good. Staff are all clear about their roles and responsibilities. Team work has been successfully fostered and the staff all support one another. The organisational plan, policies and procedures are clear and work well in practice.

The partnership with parents is very good. Parents are kept well informed about the provision and their child's development and progress. They receive a prospectus and there are regular newsletters and a parent notice board. Staff complete a detailed entry in a contact book for parents each day. Parents approach staff easily at the end of the session.

### What is being done well?

- The children are confident and regularly engage staff in conversation. They ask staff lots of questions and are keen to share their news and achievements with them.
- The children confidently approach new activities and enjoy practicing familiar tasks. The staff encourage them to experiment and try things for themselves, but give help when appropriate.
- The environment is stimulating and the children have access to lots of quality equipment.
- Parents are provided with lots of information about the provision and their child's development and achievements. Staff complete a detailed entry each

day in a contact book for parents.

**What needs to be improved?**

- the number of opportunities for children to choose for themselves the resources they will need to complete a self-chosen project
- the number of opportunities for children to examine, as part of their cultural studies, the beliefs of others.

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

Parents are now given information about the educational programme provided for the funded children.

The planning and assessment records include all six areas of learning. The children now have more opportunities for role play experience and the children's physical development is well supported within the curriculum.

Staff regularly attend courses to update their skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are absorbed in their activities. They are happy to work independently and co-operatively with their peers. They are very excited when the music man arrives, they are familiar with the routine and able to organise themselves. They sit and concentrate when appropriate and are able to listen attentively. Children are confident and keen to share their news and achievements with others. The children's behaviour is good; they know what is expected of them and why.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations with staff and each other. They can explain their ideas and make themselves understood about what they want to do. Most children recognise their name and they are becoming familiar with letter sounds. The book corner is inviting and comfortable, children are learning to use books for pleasure and information. Some children can write their name or some of the letters, there are opportunities provided to practice these skills whilst they play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children count competently and they are given lots of opportunities to practice these skills. Mathematics is well supported, children are familiar with positional language and often estimate quantities. They are beginning to refer to two and three dimensional shapes by the correct mathematical names. The children are becoming spatially aware building with regular shaped, different sized blocks, experimenting as they build. Children regularly measure and make comparisons.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experiment and investigate how things react in different circumstances. They discuss the past and future. They are introduced to different technology. Children learn about other countries, their people, terrain and animals. Their knowledge of other people's beliefs can be extended. Children learn about the properties of different materials and tools but the opportunities to practice choosing appropriate materials for themselves to complete a self chosen project are limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and understand how to move safely. Children are taught to be sensitive to others personal space. The children regularly play on the large climbing equipment outside. They are given lots of opportunity to practice fine motor skills and those skills that require good hand - eye co-ordination. Children are encouraged to understand what constitutes a healthy lifestyle. Children's personal care is good. Children use a variety of malleable materials.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children undertake a variety of art and craft activities using different materials and techniques. The children frequently explore colour, texture and pattern. Art and craft activities are often adult-led. The children have been introduced to a variety of different musical instruments and they enjoy making music exploring pitch, tone and rhythm. They are excited when the music teacher visits, he encourages them to use their imagination.

**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:*

- provide more opportunities for children to become familiar with the properties of different materials and equipment. This will enable them to choose for themselves the appropriate resources they will need to complete a self-chosen project
- provide more opportunities for children to examine, as part of their cultural studies and their knowledge and understanding of the world, the beliefs of others.

*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.*