

Prima Montessori Ltd

Inspection report for early years provision

Unique reference number

EY230735

Inspection date

09/09/2010

Inspector

Beryl Witheridge

Setting address

Elm Court, Capstone Road, Gillingham, Kent, ME7 3JQ

Telephone number

0870 7777 462 or 08448877162

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Prima Montessori Day Nursery opened in 2002 and operates from seven rooms in a purposeful built building. It is situated in the town of Gillingham, Kent. A maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 124 children aged from six months to under 11 years on roll. Of these 118 are in the early years age group. In addition there are 12 children from five years to seven years attending the holiday club. Children receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a wide catchment area. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language. The nursery employs 29 staff including two administration staff. Of these, 23, including the manager, hold appropriate early years qualifications. There are four staff working towards a qualification. There are two additional staff who work in the holiday club who are also suitably qualified. The setting follows the Montessori method of teaching. The setting receives support from a teacher and mentor from the local authority. It is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is extremely effective in recognising the uniqueness of each and every child and catering for their individual needs. The clear policies and procedures are competently implemented by enthusiastic, caring and dedicated staff. Areas for improvement in last year's self-evaluation form have been fully implemented and the provision is now reviewing it again to identify further areas for improvement. This shows that the provision is fully able to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the outdoor play space so that children are able to play safely at all times

The effectiveness of leadership and management of the early years provision

Children's safety is fully considered through clear child protection procedures that ensure their welfare is promoted. The child protection procedures are extensive. They include procedures for referring concerns about children as well as covering allegations made against staff. Parents are kept fully apprised of the contents of the policy and all the other policies which govern the running of the provision. Safeguarding training has been attended by all staff. All staff know and understand their responsibility towards the well-being of the children in their care. This helps to safeguard children at all times. The written risk assessment is carried out regularly and additional daily checks help to minimise any risks. The provision is extremely well managed by the owner, manager and deputy manager. They have a very clear vision of what the provision should offer to children to help them grow and develop. The provision's self-evaluation and resulting action plans have been formulated from extensive consultation and discussion with the staff. There is an action plan in place to ensure that all areas for improvement are addressed. Any improvements which are carried out are always evaluated for the most positive impacts on the children; for example, the new safety flooring in the garden and the addition of new resources for outdoor play. This has highlighted further areas for improvement the provision would like to implement in the outside play area. The manager and her deputy are highly active in monitoring all aspects of the provision; they listen to staff and parents and are quick to implement ideas which will have a positive effect on the provision. The owner and manager are extremely proud of their hardworking and dedicated staff. There is very little staff turnover and the rigorous and robust staff recruitment and vetting procedures ensure that the staff recruited are of a high calibre. All staff hold current Criminal Record Bureau checks and all references are fully checked. Resources are deployed well with a wide range of toys and equipment available for the children. These are easily accessible and help children to make choices and develop independence. All children are included in all activities. All children are treated as individuals; staff know their specific needs and interests which have been identified through the observations and assessments and their 'Learning Story'. Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children. This helps to ensure their unique learning and welfare needs are met. Staff attend regular training to ensure they are up to date with current practice requirements. The setting works with the local schools to ensure all children receive consistency of care. They have exceptional links with other agencies who may have an input into children's development such as physiotherapists, speech therapists and hospital specialists. Partnership with parents is also excellent. Parents report that they are extremely happy with the care offered to their children and the progress their children are making. They are fully included in all plans for the future learning for their child and their comments and views are valued.

The quality and standards of the early years provision and outcomes for children

Children show they feel safe within the provision. They are incredibly happy, settled and secure because staff provide exceptional care, are attentive and aware of the individual needs of each child. They sit with the children either on the floor or at the table. Staff provide cuddles and hugs as they help children who have just moved room to settle. Children show confidence in their own abilities and their language skills are excellent. Staff encourage their developing speech and even the youngest children are skilled communicators. Sign language is used to help those who have difficulty in communicating. Individual needs and interests are identified and recorded when the children first start at the provision. Starting points are clearly recorded and cover all areas of learning. Staff offer opportunities that build on children's known skills and areas of interest through their knowledge of the children. Observations and assessments are recorded and these are used to identify next steps which help to support future learning when planning activities. The resources are accessible and encourage children to become independent and to make decisions about what they want to play with, as well as taking part in adult-led activities. Children show great skill when playing with the construction; they build houses together sharing the bricks, talking about the shape and size of them and describe what they are building. They also take delight in knocking them down and starting again. There is a lot of fun and laughter involved in this activity. Children receive a lot of praise for their efforts. Children have access to a safe, secure and well resourced outdoor play area. They take each other into account while they are playing such as one child pushing another on a bike or taking turns with the dressing up clothes. They have wonderful imaginations as they take part in their imaginative play. Children learn about diversity and the world around them through the mix of families who attend and the positive images throughout the provision. They take part in projects to extend their learning such as looking at wild animals; one child is able to share her knowledge about orangutans as she had adopted one. The children receive visits from people such as the police; they were able to meet a policeman and sit on the police motorbike and have their photograph taken. Children's knowledge and understanding of the world around them is being developed in many ways. Children are introduced to healthy drinks and snacks during the session. They pour their own drinks and are enabled to be independent. Parents are informed of the meals each day and they are wholly appreciative of the healthy and nutritious options provided. Children also help to prepare food for tea at the end of the day; on the day of the inspection they made pizzas. Children attending the after school club also receive healthy options to eat when they first arrive back from school. Children are being encouraged to become independent when taking themselves to the toilet; they understand the need for good hygiene routines. Staff support the younger children with this. The changing routines for babies are carried out in a safe and hygienic way. Effective behaviour management procedures ensure that children are learning to develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. The overall behaviour of the children is outstanding. The rooms are busy but calm and the children regularly show concern for each other and are always willing to help. Staff are exemplary role models to

the children; they deal with any behaviour issues quietly, calmly and firmly. They are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----