

New World Montessori

Inspection report for early years provision

Unique reference number	EY402033
Inspection date	14/10/2010
Inspector	Susan Scott

Setting address	St. Anselm Catholic Hall, Lower Green Rd, Pembury, Tunbridge Wells, Kent, TN2 4DZ
Telephone number	07787155247
Email	odile.newworld@hotmail.co.uk
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

New World Montessori initially opened in 2009 and operates from a church hall in Pembury, near Tunbridge Wells, Kent. The setting provided temporary alternative accommodation for an existing nursery in Tunbridge Wells and has re-opened as a new group since September 2010. The group has use of the main hall and there is access to kitchen and toilet facilities. There is also a fully enclosed outdoor area.

The nursery is open each Monday from 9am until 1pm and on Tuesdays and Thursdays from 9am until 4pm. The nursery is open for 38 weeks of the year. It is registered on the Early Years Register to care for a maximum of 30 children aged from two years to the end of the early years age group. There are currently eight children on roll. The nursery supports children who speak English as an additional language. There are three members of staff employed and the owner sometimes works at the setting. The staff team either hold or are working towards level 3 early years qualifications and the owner is also completing her Early Years Professional Status qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting and their welfare, health and safety is promoted. Staff understand their role in safeguarding the children in their care and most documentation for the safe and efficient management of the provision is in place. Children are offered a suitable range of activities that promote satisfactory progress towards the early learning goals of the Early Years Foundation Stage. Some steps are taken to ensure that all children are included in the activities available. Parents are welcomed into the setting and positive relationships are established. The provider and staff have begun to evaluate the service and identify improvements they wish to make.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records are easily accessible and available for inspection by Ofsted (Documentation) 31/10/2010

To further improve the early years provision the registered person should:

- check responsibilities under the food hygiene legislation including registration with the Local Authority Health Department
- consider further ways to welcome and value the cultural and linguistic

- diversity of the children and families who use the setting
- maintain a clear view of the learning journey for all children but provide different learning opportunities for individual children or groups who may need extra support or more challenge.

The effectiveness of leadership and management of the early years provision

The provider ensures that the manager and staff meet the required levels of qualifications, have their suitability checked and are fully inducted to ensure, for example, that they know how to respond to emergencies. Staff understand their role in child protection and attend training to support this. Policies and procedures to safeguard children are in place but documentation to show that at least one member of staff has completed relevant first aid training is not available for inspection as required. Risk assessments are carried out and findings are recorded but the records lack detail. For example, the risks associated with the wire fence outdoors and action taken to minimise the risks are not included. Practice mostly promotes children's good health and hygiene appropriately but the provider is unsure if registration is needed with the local council for food hygiene purposes.

Self-evaluation is developing adequately and the provider and staff have regular meetings to review the provision and identify aspects for improvement. Action taken ensures that children experience satisfactory learning opportunities and are offered support from staff to enhance their enjoyment of activities. Full consideration is not always given to ensure that children who are learning English as an additional language can actively participate in activities and that more able children are sufficiently challenged. Resources and equipment are varied and easily accessible to children to aid their independence and choice. Whilst all children and their parents are welcomed into the setting staff are not proactive in using resources to show that diversity is valued.

Parents speak positively about the setting and the progress their children make. There are systems in place to make parents feel welcome and to encourage them to contribute their views on the provision. Staff are developing the sharing of records to involve parents in their children's learning and to share information about interests and abilities. Partnerships with outside agencies are in place and their advice and support is valued.

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

Staff use observational assessments to plan for individual children's progress. However, this is not always effective. Children are mostly happy and enjoy activities that are self-chosen. They particularly enjoy their play when the staff participate in the activities alongside them because staff make suggestions and offer support and guidance. Staff help children to develop their skills through the activities and routines but do not fully consider how activities may be extended to

offer challenge, creativity and children's further exploration. Sometimes during whole group activities, for example, storytime, staff fail to consider how to help children who are learning English to engage in the activities.

There are regular opportunities for children to participate in outside play. They use the outside area or make trips to the local park and play area. Children play with some varied resources, such as, small rakes, brooms, trowels and forks which they use to prepare a piece of ground for planting. They enjoy the fresh air and a change of scenery but vigorous physical play opportunities are not fully promoted. The small slide and see-saw offer little challenge to the group. Children build their confidence by using the stepping stones with adult encouragement. The older boys in particular like to initiate their own games such as exploring the dark area behind the trees. Children are kept secure in the premises and outdoor play area and they learn to keep themselves safe by following safety rules within the setting and on outings. Fire drills help to familiarise children with emergency evacuation procedures.

Children can choose when to have a snack of fresh fruit and vegetables with breadsticks and a drink of water or milk which they can pour. Staff ensure all children are offered a snack if they are busy playing. Drinks of water are readily available so that children can decide to have a drink if they are thirsty. Procedures for protecting children from illness and infection are mostly secure and staff follow parental instructions if children need specific medication. Children learn about hygienic routines such as hand washing before lunch but this practice is not reinforced at snack times, giving inconsistent messages.

Children develop considerate and appropriate behaviour. They learn from the good role models represented by the staff who respond to children with kindness and courtesy so that children become aware of the needs of others. Children happily help to tidy up and wash up their plate and cup after their snack. They play harmoniously together, enjoying the opportunities to develop friendships through shared activities. Children engage in art and craft activities and participate in role play. They enjoy playing with dolls, and push wheeled toys along, such as carts and buggies. They access large wooden construction blocks on the floor and enjoy building towers. During such activities staff introduce appropriate mathematical language about size and shape. Children enjoy constructing and use their own design ideas such as building a cargo ship but staff do not always develop the children's ideas to extend activities and learning. Children are able to use information, communication technology, for example, they fetch a camera, learn to take photographs and know the buttons to press to see the images captured. They are also able to operate the printer to print some photographs ready for display. Children can freely access suitable books and small displays of topical objects such as different shaped and coloured autumn leaves, chestnuts and a toy hedgehog, together with a leaflet about nature in autumn. This encourages some investigation and enjoyment of books.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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