

Datchet Montessori School

Inspection report for early years provision

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EY340398

Inspection date

29/09/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Datchet Montessori School is a privately owned nursery, which opened in 1996. It is located in Datchet, Berkshire. The setting operates from a cricket club. Children have access to one room for play and a safe enclosed outdoor play area.

The setting is open five days a week. Sessions run Monday to Friday 9:30am to 1:00pm. Afternoon sessions run on Tuesday, Wednesday and Thursday between 1:00pm to 3:00pm

. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children may attend at any one time. There are currently 39 children on roll in the early years age group.

The nursery supports children with learning difficulties and /or disabilities, and also supports children who speak English as an additional language.

The setting employs five staff members including the manager and all staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have created a warm and welcoming atmosphere, meaning children are happy and settled as they learn. Staff ensure children benefit from a varied range of activities that challenge and excite them. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and are able to fully participate in all activities offered. Good partnerships have been established with parents and other professionals to ensure children are further supported. A comprehensive written self-evaluation is in place, meaning the management team and staff group are able to identify their strengths and weaknesses. As a result, improvements are identified and acted on.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes the procedure to follow in the event of an allegation being made against a member of staff (Safeguarding and welfare) 15/10/2010
- improve the risk assessment so that it includes 15/10/2010

information on who conducted it, date of the review and any action taken following a review or incident (Safeguarding and welfare)

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

- review the documentation underpinning the work of the nursery and make sure it covers all the requirements of the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The setting displays a strong commitment to keeping children safe. There are, for example, clear procedures in place to ensure that staff working directly with children are suitable. The setting has in place a robust recruitment procedure that includes Criminal Records Bureau checks, and a detailed induction period.

Individual skills of the staff team provide a wide expertise, which is well used to provide a rich learning environment. Effective deployment of staff ensures that children are well supervised, which promotes the safety of the children. Staff are very aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children. Staff have a good understanding of the safeguarding children policy and know what action to take if they were concerned for a child's well-being. However, the policy lacks the procedure to follow if an allegation is made against a staff member, which is a requirement. Written risk assessments undertaken ensure the premises, toys, equipment and activities are suitable and safe for the children attending. However, the risk assessments lack some of the required details. Children are kept safe on outings as the staff follow the appropriate procedures for outings and keep detailed risk assessments.

Parents or carers are warmly welcomed into the setting each day and staff are always available to talk to parents about their child. Staff regularly share information about their child's development and progress. Parents speak highly of the setting and the approachability of the staff. Parents also express how pleased they are that each of their children are treated as individuals and so consequently all their needs are met. The setting is extremely pro-active in continually developing good partnerships with parents and others and new ways of involving parents are frequently employed. The setting is proactive and has worked hard to form good links and relationships with other professional agencies to ensure that children with learning difficulties and or disabilities receive the support they need.

Inclusive practice is promoted within the setting, which further ensures the needs of each child are known and respected. The setting has a proactive approach and works well with parents and external agencies in order to support children with learning difficulties. In addition, books resources and pictures in the setting reflect the local and wider community. Furthermore, diversity is valued through recognising special events and festivals such as Harvest festival and Diwali.

There are very good systems in place to monitor and reflect practice within the

setting. Staff discuss plans, targets for individual children and evaluate each session, to ensure each child has a fun learning experience. Systems for evaluating the strengths and weaknesses of the setting are in place and identify areas for further improvement. All recommendations that were raised at the previous inspection have been addressed to benefit the children. In addition, the views of parents are sought through the use of questionnaires; feedback is valued by the setting.

Staff are very effectively deployed across the setting. They work well as a team to create a calm atmosphere where children are relaxed and able to absorb the environment. Managers have high aspirations for the setting which is evident through ongoing development and improvement. The management team is highly qualified they and the staff team continue to access training opportunities keeping them stimulated and inspired with fresh ideas. This in turn benefits all the children

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

Children are very happy and confident in the safe, secure, friendly environment. The staff have a excellent knowledge of the Early Years Foundation Stage, meaning they deliver the curriculum in an exciting and stimulating way. The learning environment is rich in signs, symbols, books, pictures and a wealth of resources that take into account children's different interests, understandings, home backgrounds and cultures. The equipment and resources available are highly stimulating for the children, motivating them to explore various learning concepts.

The Montessori approach to the delivery of the Early Years Foundation Stage is implemented with super results. Staff interact valuably with the children. They observe children at play, and will only intervene when essential and in an appropriate manner to the individual child. This is highly beneficial for children as they learn at their own pace. In addition it helps children become independent thinkers as well as giving children opportunities to initiate conversations with each other and staff. Staff are skilled at encouraging children's language as they ask open ended questions encouraging the children to think for themselves.

The thorough systems of observation, assessment and planning ensure each child is supported and encouraged to learn and develop. Children's progress is monitored through regular observations where the information is then traced to individual records and individual forward planners. All forms of assessment are linked to the areas of learning and the learning aspects meaning staff can accurately identify where children are in terms of their development.

Children understand and recognise the importance of good personal hygiene. For example, they know why they need to wash their hands. Staff use circle time to show children how to wash their hands thoroughly, this fun time is enjoyed by all the children as they learn an important message. Snack and lunch times are very social, where good manners are gently reinforced by staff who sit with the children. Children are encouraged to develop self-help skills as they pour their own

drinks from small jugs and help themselves to fresh fruit. Children's good health is further encouraged by opportunities to enjoy the outdoor environment, they have a wonderful time as they run, kick balls and use hoops. In addition weekly yoga sessions teach the children how to stretch and use their bodies. A balancing activity shows children how to carefully carry a cup of water, without spilling hardly any.

Staff use activities such as making and playing with play dough to encourage children's understanding of mathematical concepts . They, for example, discuss the size of ball or snack they have made, 'this one is the biggest, this one is really small'. They thoroughly enjoy creative activities as they print with leaves and vegetables and use many creative mediums to make vegetables such as corn, an activity linked to the setting's celebration of Harvest. Children are absolutely absorbed in their play; they are supported by staff who devote their time and support to the children, as a result children concentrate very well for their age. Children have very good opportunities to develop their early writing skills through various mediums, such as, pens and pencils, which they select independently to enhance this activity. Children and their peers have wonderful conversations as they play in the home corner. They discuss who is the strongest and which super hero would they like to be. Children's imagination is further enhanced as they listen to a familiar story, children all laugh as staff show them how to snore like the animals in the book. Children's behaviour is very good; they have strong friendships with their peers showing respect and consideration for each others' feelings.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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