

# Tiggywinkles Montessori Nursery

Inspection report for early years provision

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**Unique reference number**

EY334313

**Inspection date**

08/12/2010

**Inspector**

Dianne Andrews

**Setting address**

Newport Rugby Club, Forton Road, Newport, Shropshire,  
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**Telephone number**

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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*.

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**

Tiggywinkles Montessori Nursery originally opened in 1990 and changed ownership in 2006. It operates within the local rugby club in the market town of Newport, near to Telford, Shropshire. There are two main rooms, kitchen and toilets and there is secure, decked outdoor area. The extensive grounds of the rugby club are also used frequently.

The nursery serves the local area. It is registered on the Early Years Register to care for a maximum of 20 children from two to eight years. It is also registered on the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The setting has procedures to support children with special educational needs or disabilities and who speak English as an additional language. There are presently 35 children on roll.

The nursery opens five days a week during school term times. Sessions are from 9.00am to 3.00pm. There is a total of five staff who work with the children. All staff hold appropriate early years qualifications. The proprietor holds an International Diploma in Montessori Pedagogy and has achieved Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in the calm and happy environment, where they are skilfully encouraged to learn and develop at their own pace. Exemplary practice across the areas of the nursery ensures staff promote all aspects of children's learning and welfare. Children are valued as individuals, and in turn, learn to value and care for one another. Leadership and management, including the capacity for sustained improvement are outstanding. Highly effective partnerships with parents, other providers and agencies ensure that children's needs are met and their protection is assured.

## **What steps need to be taken to improve provision further?**

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

- developing written risk assessments to cover seasonal activities.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded due to the excellent systems in place to protect them. Robust recruitment procedures are implemented, which ensure that those working with the children are suitable to do so. Staff have a very secure

knowledge and understanding of child protection issues and those responsible for safeguarding are suitably trained. Children's welfare is paramount and is promoted through the implementation of a wide variety of regularly reviewed policies and procedures.

Comprehensive risk assessments and daily checks of the setting and outside areas are carried out thoroughly to ensure that children can play safely. However, although children's safety is fully considered, the procedures to ensure their safety within seasonal activities, such as play in the ice and snow, have not been committed to the written document.

Exceptional partnerships are established with parents and carers. They receive informative daily messages about the activities and events enjoyed using a notice board in the foyer. The area is awash with useful information and notices to enhance their understanding about the way the setting supports their child. The key person for each child provides individual, regular verbal feedback regarding their care and progress. Families are offered a home visit before a child begins their time at the provision. This is part of a range of admirable systems in place to enable staff to meet children's individual needs and to help them to settle easily into the nursery.

Children's 'yellow books' provide a superb pictorial and informative record of their progress. Parents are warmly encouraged to be fully involved in their children's learning and to make additional comments to enhance and inform their child's development. Parents' and carers' feedback is unreservedly positive about the quality of care and education received by their children. Strong links have been established with other early years professionals, ensuring consistency and continuity in children's development towards the early learning goals.

There is a wide range of high quality resources available. These include interesting and stimulating apparatus to promote the Montessori method of learning and others to supplement and encourage innovative play and creative experiences; they meet the needs of the children very well. All resources are stored effectively, allowing children the opportunity to self-select with ease.

The enthusiastic, stable staff team work very effectively together. Formal appraisal systems and regular staff meetings help them to identify and plan for any additional training needs. The whole staff group are highly motivated and continually strive to improve and develop their already outstanding setting. The self-evaluation is thorough and comprehensive. The proprietor proactively uses advice and guidance from the monitoring visits undertaken, for instance by the Montessori Association as part of their valued accreditation scheme, and the local authority advisors. Staff carry out regular evaluations on all areas of practice and parents are also encouraged to add their ideas through completion of questionnaires. Their opinions are valued and, when possible, changes are implemented. Children's views on what they like and dislike about the nursery are gathered; when the outdoor environment was being planned they requested comfy seats and big building things, and as a result outdoor bean bags and large logs, planks and tyres were sourced for the decking area.

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

Children are very happy, settled and confident. They develop an extremely strong sense of belonging as they enter the nursery eagerly and put on their slippers ready for the day ahead. They are highly motivated and eager to learn, due to the very stimulating environment and the exciting and challenging activities that reflect and build on their individual needs and interests. They are very well behaved, polite and courteous and respond positively to the consistent praise and encouragement they receive from the staff. They show excellent levels of self-esteem and willingly take responsibility for their environment; for example, as they return resources to their storage points and wash up their snack utensils. Children thrive in an atmosphere where staff nurture and support them, making them feel valued as individuals. The children and the staff show respect, consideration and care for themselves and each other; older children are positive role models for their younger peers, helping them, for instance, to find their clothes to go outside.

Children have uninterrupted time to consolidate their learning, explore activities and develop their imagination and natural curiosity. They learn from every day life experiences, such as sweeping, polishing, pouring and spooning to develop their concentration and dexterity. They impressively use a range of tools in a safe manner, for instance, to peel carrots and to remove the juice from oranges. These skills are transferred to the home environment and are welcomed by parents who praise their effective life skills and independence. Children build and connect using the Montessori equipment, which encourages an understanding of quantity, length, size and shape. They are adept at threading large and small wooden beads and at sorting a variety of small items. Children skilfully use information and communication technology to support their learning; they take photographs with a digital camera, print them and display them in albums for all to enjoy. They access the newly introduced storyphone headsets and a laptop to enhance their development of skills for the future.

Children's own ideas and views are clearly listened to, acknowledged and respected; these are noted by staff and incorporated into the individual planning of the curriculum. Children are very interested and active in their own learning. They eagerly use the resources from the 'whatever you want it to be' area to create scenarios and re-create familiar roles and characters. They make links in their learning as they move to the hibernation box, referring to the animals that hibernate and discussing whether their chosen dinosaur character may do so too. They are very confident communicators and use language effectively to make their feelings, thoughts, wants and needs known to others. They thoroughly enjoy sharing stories and books, whether in the book area or with a small group around a table. Their learning is enhanced as staff skilfully use spontaneous opportunities to challenge and extend children's knowledge, role modelling and adapting activities to match the developmental stage of those involved. Teaching is rooted in expert knowledge of how children learn and progress.

Children engage in a range of activities and experiences which helps them to value

diversity. They benefit from the participation in activities, such as those about cultural festivals, to promote their understanding about how others live. They practise 'Bhangra dancing', learnt as an element of the Diwali festival and presented to parents during the Christmas celebrations.

Children have ownership of their health and well-being as they choose the time to access their food, drink and exercise; they demonstrate an excellent awareness about what constitutes a healthy, active lifestyle. They adopt good personal hygiene routines, fully understanding the reason why they wash their hands before snack time and the importance of healthy eating. They make choices about their snack, using tongs to lift the fruit or wholemeal toast onto their plates. They share their snack time with their friends, relishing in the time to chat about their home and families, undisturbed by adults. They ensure their clothing is appropriate for outdoor play. In order to dress independently, children spread out their coats on the floor, and lay on them to dress themselves.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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## **Annex B: the Childcare Register**

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