

# The Avenues Montessori

Inspection report for early years provision

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**Unique reference number** EY413016  
**Inspection date** 05/01/2011  
**Inspector** Linda Coccia

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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.

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## Description of the setting

The Avenues Montessori Nursery opened in 2007. It re-registered in 2010 due to operational changes. It is one of four nurseries operated by Townsend Montessori Nurseries Ltd. It operates from two large rooms in a detached building in Margate, Kent. There are separate toilet facilities. Children have access to a secure outdoor play area. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 107 children aged from six months to five years on roll. Children aged between three and five years receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 13 members of staff including the manager who work directly with the children. The manager is qualified to National Vocational Qualification (NVQ) level four and is beginning her early years degree. There are seven staff who hold early years qualifications to NVQ level three and one holds an NVQ level two.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is exceptionally effective in meeting the needs of children because staff work extremely closely with parents. Staff also use outstanding procedures for meeting the needs of children who speak English as an additional language. The views of parents are regularly canvassed in a variety of ways. Staff have begun to canvass the views of children but more information could be obtained. The setting demonstrates continuous improvement through regular action planning and target setting. Staff and children are regularly challenged.

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

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

- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children. For example, investigate ways to include more of the children's views and comments.

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

The provider employs a very competent manager and an effective staff team who operate the provision. The manager meets regularly with the provider's other nursery managers to review practice and procedures, set targets for children's learning and to generally discuss best practice across the whole nursery chain. This shows that that setting is outstanding in driving improvement in order to benefit children. Plans are appropriately reflected in the nursery's comprehensive self assessment. The manager ensures that all regulatory paperwork is meticulously maintained including the Criminal Record Bureau checklist. Comprehensive risk assessments are carried out on the premises daily to ensure children are kept safe. Children regularly participate in emergency evacuation drills and have a very good understanding of safety within the playrooms. For example, they tidy toys away after using them to avoid trips and falls. Children are able to play safely and their well being is promoted.

The rooms are attractively arranged with plenty of free floor space between activities and play areas. This allows the children to move around freely. The equipment is of exceptional quality and toys are cleaned regularly. Everything is very well maintained. The provider acknowledges that staff are her main resource. They are all extremely caring and are fully able to anticipate the needs of the children. They show their competence in their knowledge of the procedures they use to safeguard children. For example, they are rigorous in maintaining paperwork for administering medication and keeping parents informed through daily contact books. Parents report that they have plenty of daily verbal contact with keyworkers and are encouraged to report any events or incidents from home which would have an effect on the care of children. Those children with special educational needs are fully supported by the nursery's Special Educational Needs Co-ordinator (SENCO) and the area SENCO. The nursery actively seek funding for one-to-one support for children when needed. Children learn to use sign language as part of their everyday experiences. Staff are outstanding in their use of words from children's home languages to help them feel happy and settled. Children's individual needs are met.

The nursery is exceptional in working with local schools to ensure children have a smooth transition to school. The manager holds recent letters from head teachers which commend the nursery in their education of children to a high standard. Parents report that they are extremely happy with the care and education received by their children. Some parents have been involved in translating notices and information which are now displayed in the entrance area in a variety of languages. Parents have made suggestions for improvements, such as, car parking at the nursery and have made other suggestions in the formal service questionnaires they complete annually. All suggestions are acted upon by the manager and provider whenever possible. Some suggestions were for more time with keyworkers at each session and the setting up of parent's evenings to discuss their child's progress. Both requests have been instigated by the manager. Children receive outstanding consistent care.

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

The children arrive at the nursery happy and ready to play. Some are so busy they don't want to wave their parents goodbye. They eagerly share information about their home lives with staff. They approach staff for comfort and help as they want it and staff are adept at anticipating the children's needs too. There is much laughter and excellent interaction to be heard and seen. Children show they feel safe in the setting because they use the setting's outstanding health and safety procedures which they know well. The babies show they feel secure too through their body language as they happily set off to explore their surroundings.

Children are active and independent learners. All children are able to move freely around the room selecting their own activities. The older children are able to free flow out into the garden as the provider has installed free flow curtains which helps maintain the indoor temperature. In the Butterfly room the children can ably operate the laptop computer programmed with some challenging games. Even when they are not actually operating the mouse, children offer their friends advice on how to complete the game's different levels. Children also know how to operate the digital camera and play mobile phones. This means they have an excellent knowledge and understanding of the world. The relaxing book area contains a wide variety of books, both fact and fiction. The children really enjoy favourite stories with staff as well as reading to themselves and their friends. Many of the children are able to identify the letters of their names and the sounds they make. The books also provide many excellent images of different races and cultures as well as disability. Therefore, children have a very good understanding that people are different. Children are able to use their reasoning skills in the construction area. For example, as they try to stabilise a large tower from toppling over and use many matching and pairing games to help develop their numeracy skills. They have plenty of physical play opportunities, particularly in the garden as they use the excellent wooden climbing frames. The frames are situated above bark and wood chippings to minimise accidents. The creative area is very well used by the majority of the children to make many items to take home. They have access to a wide range of mediums and equipment such as hole punches and staplers. Children's creative and reasoning skills very well developed. This means that they are developing excellent skills for the future. Excellent systems are in place to enable staff to tailor activities to the needs of each individual child. Staff ensure that activities are challenging enough for the children but because they are individualised, allow children to develop at their own pace. This means that children are able to make outstanding progress towards the Early Learning Goals as assessed from their starting points. Parents are fully involved in their children's learning. Some provide written information about activities their children do at weekends which are kept as part of the children's development records.

Children are adopting healthy lifestyles as they use the nursery's excellent self care procedures. Toddlers know to select tissues to wipe their noses and to put the tissues directly in the bin when finished. Each child has it's own toothbrush to brush their teeth after meals which are hygienically stored in individual pots. Staff

supervise this activity to ensure no cross contamination occurs. The butterfly room children use real china and cutlery at meal times whilst the younger children use plastic dinnerware. All children are encouraged to pour their own drinks. The older children help staff prepare their own food at snack time. The main meals are provided by a catering company who is able to cater for children's individual dietary needs. Children rapidly devour the lunches often having extra helpings. Staff are able to eat with the children which encourages an excellent social experience for the children and helps to build relationships. Children participate in a number of physical activities provided by specialist companies. Children are fit and healthy. Children have many opportunities throughout each day to make a positive contribution. They are able to talk about what they would like to do during circle time and their requests are included in the daily planning. They share interesting news too. The children in the Butterfly room have excellent understanding of the rules which are displayed at child height. They show consideration to each other as they share toys and play together. The newer, younger children may need reminders about behaviour but it is often the older children who point out any misdemeanours. Children have taken digital photographs of things they like to do, or don't like to do. In doing this staff have been able to get more information from the children about their interests. However, much more information can be gained by canvassing the children's views further. Overall, children make an excellent contribution to the setting.

## 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

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