

# Epping Montessori Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	127806
<b>Inspection date</b>	17/01/2011
<b>Inspector</b>	Lynne Talbot
<b>Setting address</b>	Catholic Church Hall, Church Hill, Epping, CM16 4RA
<b>Telephone number</b>	01992 577636
<b>Email</b>	
<b>Type of setting</b>	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

Epping Montessori Nursery was registered in 1992. The provision is operated within the ethos of Montessori teaching. The provision operates from the Catholic Church Hall in Epping and serves the local area. The building access is level but there are five steps to negotiate to the rear outdoor play area. Children have access to a secure outdoor play area.

The provision is open each weekday during school term-time only. Sessions are from 9.30am to 1pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the provision at any one time. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare register. There are currently 32 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The provision provides funded early education for three and four year olds. The provision is also registered to offer care to children aged over five years. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

Some children attend other settings such as the early years unit of the local primary school or childminders. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The provision employs six members of staff and all staff hold appropriate early years qualifications at Level 2, Level 3 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage is adaptable to children's interests and supported by planning which shows good range and detail. This ensures that children receive experiences that foster good progress overall. Staff create a highly welcoming environment, using excellent safeguarding procedures and regular risk assessments. They have very good knowledge of each child's needs to ensure that every child is fully included. Partnerships with other agencies, together with those with parents and carers, are strong. The managers communicate drive and ambition to secure continued improvement using excellent self-evaluation processes.

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

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

- develop further the opportunities for children to work as part of a group, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people to work harmoniously

- together
- develop further the opportunities for children to learn about possible dangers and about how to protect themselves from harm; this refers to activities and experiences within the setting that help children to recognise and avoid possible danger
  - update the record of risk assessments to include any assessments of risks for outings and trips.

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

Comprehensive and detailed safeguarding procedures ensure that children are fully protected. Staff attend regular training courses to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children with regular review and evaluation of practice within the provision. The daily routine within the premises and staff vigilance ensures that safeguarding procedures work at all times. A clear procedure for monitoring the entrance and exit of families, security notices and an intercom alarm system for intruders supports the overall security. The provider implements thorough recruitment and induction processes including mentoring of new staff to ensure that the staff group remains effective at all times. Risk assessments are comprehensive and completed daily and termly. However, the record of risk assessment for outings is incomplete which means there is potential for the assessment undertaken when leaving the premises to fail to fully protect children. An accident log is maintained and reviewed systematically to address any recurring issues. The provider and staff group are highly enthusiastic and have clear expectations for progression. There is a commitment to ongoing professional development throughout the staff group resulting in a positive impact on the care and learning provided. Self-evaluation processes involve all staff and are built from the record of evaluation of each half term which focus on the Early Years Foundation Stage themes and action plans for what could be done better. Quality monitoring by the Local Authority and the Area Special Educational Needs Coordinator (SENCO) also feed into self-evaluation. The exemplary reflective practice taking place focuses on the impact and outcomes for children ensuring that they make very good progress.

Children's individual learning styles are respected. Staff learn key words and phrases in languages such as Armenian, and display words and phrases to enable children to share each others home language and to help children to be secure in the setting. New children and parents have in-depth settling-in procedures which can include a home visit. This helps to establish personal, social and emotional wellbeing from which an initial next step plan is developed. Children's individual needs are extremely well met. Individual health plans for any medical need are formed together with an action plan and any potential adjustments made to the operation of each session identified. These methods ensure that every child is supported to achieve. Staff are generally deployed well throughout sessions moving between areas. The environment is highly conducive to learning, safe and well cared for. A range of quality play provisions, designed with the Montessori aims in mind, are used to achieve the planned goals. The provision has a highly

positive relationship with parents and carers. An internet link and visits for enrolment are the first contact with parents. Parents views are sought using questionnaires and regular newsletters are issued to keep them informed. A daily diary and email contact is used very effectively to share both welfare and development issues. Individual meetings are set up at parents request to discuss any concerns they may have. A parent manual is available with useful childcare and development articles. These methods ensure that there is strong support for each child to learn and develop in a consistent and positive way.

The managers and staff actively promote equality and diversity and tackle unfair discrimination. They are committed to working in partnership with others and are proactive in establishing effective working relationships. They send a copy of all summary developments to parents to pass to ongoing nurseries and schools, and invite new teachers to visit. The managers and staff make the most of events and festivals to broaden children's awareness of other cultures. During events such as the World Cup children explore an interest in other countries and their flags; they observe different methods of dress around the world such as Saris and Kameez, and try unfamiliar foods. The provision invites parents in to share their culture such as the visits of French and Russian parents to share stories. This helps children to appreciate the wider society around them.

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

Children are offered planned activities that help them to make good progress overall in their learning and development. Detailed assessment through recorded observation is in place and the information gained is used to identify clear next steps. Spontaneous observation is gathered through photographs and narrative which are added to progression charts to which parents may also contribute by using the parents feedback diary. The staff group meets regularly to evaluate sessions and ensure that planning meets every child's next objective. All children have daily opportunities to become physically active, developing good health. Children enjoy the outdoor play area in all weathers where they discover and learn more about nature and the outdoor environment planting and growing, observing mini-beasts, feeding birds and building dens. For example, in the rain children run and jump in puddles, dance and sing as they jump, march and hop around obstacles extending their physical control. They plant vegetables such as potatoes and strawberries as well as sunflowers. Children make graphs and monitor the growth of sunflowers extending their understanding of size, growth and measurement. Children begin to understand more about the world around them when they become involved in raising funds for projects such as Comic Relief completing sponsored events. They also visit the local horse rescue centre to extend their understanding of care for animals. Children share singing, stories and books in groups. They contribute ideas and use their developing knowledge. For example, children count the number of people present and compare that to the previous number displayed concluding that the number 20 is the correct number. They are beginning to complete simple calculation, subtracting numbers from five to one during songs. Children use technology independently such as the computer,

laptop computer, push button activities and torches. They use materials to create collages and help themselves to painting materials. Staff are skilled in extending children's learning. For instance, when children complete a collage of which they are especially proud, they are offered the chance to laminate their work bringing in technology skills.

Children contribute ideas and have choice within their environment, for example specific apparatus they want to have out, roles they wish to play in the Christmas nativity and particular garden activities. The impact of this results in confident thinkers with clear ideas of their own. Children move freely between activities selecting and completing tasks. Generally children's behaviour is good and they are beginning to understand turn taking but on occasions, such as, when using the computer, children can monopolise equipment. There is no system of intervention that would support children to develop their understanding of sharing fairly and working within a group. This can lead to some children feeling unsupported. Children work with real tasks that involve the hand and mind together, developing a greater capacity to concentrate and gain independence. They pour, sort and match with increasing skill. Children grade by size, colour, shape, weight texture and sound. Graded from the simple to more complex these materials underpin the foundation skills essential for extended future learning. Children regularly discuss keeping themselves safe when they carry out emergency evacuation routines. Consistent explanations by practitioners on how to stay safe for example careful walking, holding the handrail, pushing chairs under the tables, and sweeping up help to enforce safety measures. However, some children have limited understanding of their personal safety or the dangers of running around the setting, throwing items, or standing on chairs. Personal hygiene routines are followed with most children showing advanced independence in personal care. Healthy eating and nutrition is incorporated into the daily care with children helping themselves to fruit or water when they are hungry. This theme is planned routinely to support their developing knowledge. Children are clearly learning the skills and attitudes necessary for future learning and taking their places as part of the community.

## 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>	2
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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
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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## **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