

Wivenhoe Montessori Childrens House

Inspection report for early years provision

Unique reference number

EY222657

Inspection date

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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*.

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

Wivenhoe Montessori Children's House opened in 1997 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from rooms within a converted Sports Pavilion in Wivenhoe Park. There is an attached, enclosed garden. The nursery serves the local area.

There are currently 46 children in the early years age group on roll. Children attend for a variety of sessions. The setting currently supports a small number of children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery sessions are; 9am to 12.30pm each weekday; 12pm to 3.30pm on Monday, Tuesday and Thursday and all day sessions are available on Monday, Tuesday and Thursday.

There are nine members of staff working with the children, eight of whom hold appropriate early years qualifications with one member of staff currently working towards a suitable qualification. The nursery receives support from the local authority and is a member of the National Day Nursery Association and the Pre-School Learning Alliance. The nursery has been accredited by the Montessori Evaluation and Accreditation Board and receives on-going support, advice, training and representation at government level. The nursery has established a parent teacher association which has obtained charity status and supports fundraising activities. The group is called the Wivenhoe Montessori Community Group.

The nursery works in accordance with Montessori principles which are the foundation for this group's philosophy.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The needs of children are met exceptionally well. Staff acknowledge children's differences and embrace them, consequently all children are progressing extremely well in all areas of learning and development. The nursery is highly effective and the outcomes for children are consistently exemplary. The nursery is inspirational in its provision and the managers and staff are consistently striving to maintain continuous improvement. Extremely detailed policies and procedures are regularly reviewed and shared with both parents and staff and this contributes to the smooth running of the nursery. A highly effective partnership between parents, professionals and other agencies ensure all individual children's needs are met and their protection 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:

- continuing with the effective development of the outside play area to facilitate children's outdoor play and learning on a daily basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through excellent security measures and constant supervision. Robust procedures are in place to monitor child protection issues and all staff receive training. All staff are comprehensively checked to ensure they are suitable to work with young children and these checks are recorded and kept available for inspection. Excellent risk assessments are carried out to ensure the premises, equipment and outings are safe at all times. These are regularly reviewed and, where necessary, actions are set to minimise any risks. The nursery principles and Montessori philosophy are embedded in the day-to-day running of the setting. For example, a focus on the immense capacity of children to absorb information when given the freedom and independence to learn at their own pace. Staff value, listen to and empower children, they are exemplary role models and so children learn to do the same and build sensitive relationships.

The strong leadership and management of the nursery has an excellent impact on the outcomes for the children. Highly motivated staff and management ensure they are constantly looking at how to improve and progress. Ongoing improvements are given high priority and both external and in-house training opportunities enable practitioners to have time for reflection and evaluation. There are plans in place to further develop the outside play area in order to facilitate children's outdoor play and learning on a daily basis. The curriculum and children's development records are monitored frequently by key persons, which provides a consistent approach to promoting children's learning and development. There are excellent links with local schools, specifically with regard to 'leavers reports' which provide teachers with a complete overview of children's progress and achievements in nursery in preparation for their reception year. Highly effective liaison with many other agencies ensures cohesive support and care for all children.

Staff recognise that parents provide vital information about their child as a person and have a wealth of knowledge about them. Home visits are used as an essential part of understanding the children. Parents have excellent opportunities to contribute to their child's record of achievement, by sharing information with key persons in the nursery. Progress and attainment records are frequently shared with parents on both formal and informal occasions. Parents have recently obtained charity status for the Wivenhoe Montessori Community Group. The group is building special relationships within the local community, in which children are actively involved. For example, children's paintings and poems have been displayed at the local station and there are plans to involve children in the project for a new cinema in the village. An open door policy ensures parents are confident to approach staff in the nursery environment.

The promotion of equalities and inclusive practice is strategic, systematic and highly effective. Comprehensive monitoring takes place, including an access audit, equality audit and there is a single equality scheme in place. Resources are deployed exceptionally well. Children access trays from shelves, containing their chosen activity. 'Practical Life' exercises link home to nursery and support younger children to settle into the group.

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

Children love learning in this nursery. They are busy, sociable and purposeful, relishing the range of enjoyable activities in a welcoming stimulating indoor and outdoor environment. Their interest and understanding is most ably promoted by the adults whose involvement enriches children's play. Staff capably promote, consolidate and extend children's understanding and skills and, where appropriate, confidently adapt plans, their approach and resources to cater for children's additional needs. The learning environment, indoors and outdoors, is fully inclusive, accessible, safe and extremely well adapted to meet individual needs. Practitioners deliver outstanding personalised learning that maximises opportunities and extends the scope of what is ordinarily available to children with additional needs.

Children develop the habits and behaviour appropriate to good learners. They readily respond to the expectations of those who work with them and learn the difference between right and wrong as staff encourage their apologies and help them to understand the consequences of their actions or words. Children join in, make friends and respect each other, taking into account each other's diverse needs and backgrounds. They value each other's efforts and enjoy special occasions, such as, a child's birthday and learning more about festivals from around the world. Children also behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. Their appreciation of the importance of a healthy lifestyle is very effectively encouraged through activities and routines so that, for example, children become adept at independently managing different aspects of their personal care. They love outdoor play, dancing, drama and yoga sessions and use a range of physical apparatus and wheeled toys with growing confidence and skill.

Children progress exceptionally well. Robust assessment procedures include parents' views about their child's abilities and interests and ensure staff have a clear understanding of each child's starting points and their ongoing learning priorities. Staff plan and organise rewarding topics and activities which incorporate children's individual needs. There is a balance of adult-initiated and child-led activities with lots of opportunities for children to explore, investigate and be creative. As a result, children are active participants in purposeful play and exploration. They learn through positive fun experiences. For example, children discover that water can be transferred from one container to another by using a sponge to soak it up, then squeezing it to release the water. They enthusiastically join in group music sessions, playing their instruments with gusto. They practise playing louder as they raise their instruments higher and learn that this is called a

crescendo. Children keenly investigate how things work as they learn to screw large nuts and bolts together and secure screws to a board using a screw-driver. Using a small wooden truck to transport wooden blocks encourages children to think for themselves and solve simple problems. For example, if too many blocks are on the truck, some might fall off.

Children make excellent progress in communicating, literacy, numeracy, and information and communication technology. For example, they are articulate, confidently recalling events and expressing their ideas. They love books, responding well and listening attentively to entertaining stories. They are self-reliant and independent, confidently using the computers, making decisions about when they want a snack and acting responsibly.

All children are starting to develop their awareness of diversity through activities and resources. They access a wide range of resources to help them positively explore and value differences and similarities in the wider world. They also go on trips out or are actively involved in activities in the local and wider communities to widen their knowledge.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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