

Oxford Montessori Nursery Wolvercote

Inspection report for early years provision

Unique reference number

134041

Inspection date

02/03/2011

Inspector

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Setting address

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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

Oxford Montessori Nursery Wolvercote opened in 1992 and is one of three settings in the privately owned Oxford Montessori Schools group. The nursery operates from Wolvercote village hall and there is an enclosed outdoor play area. The nursery is close to the Oxford ring road and children attend from all areas of Oxfordshire. The nursery promotes the Montessori philosophy of early education. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. A maximum of 42 children in the early years age range may attend at any one time and there are currently 52 children in this age range on roll. The nursery supports children with special educational needs and/or disabilities. Support is also offered to children for whom English is an additional language. The nursery opens on weekdays in school term times, from 8.30am until 3.00pm and children attend for a variety of days. The nursery employs six staff and all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making significant gains in their early learning and development at the nursery. The staff work exceptionally well to promote excellent outcomes for children. Staff are committed to providing a fully inclusive environment that respects the families and children attending. Excellent working partnerships with parents and external agencies are in place so that children receive high levels of individual care. Effective action plans play a vital role in the drive to pursue high standards and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- exploring ways to capture the views of children so that they contribute to action plans for future improvements.

The effectiveness of leadership and management of the early years provision

Staff work tirelessly as a team to maintain a safe and clean environment for the children. Well-organised records reveal the systematic checks completed to indicate the suitability of adults working in the nursery. Staff are confident in their understanding of how to safeguard children and how to address any concerns that

arise regarding their welfare. On a day-to-day basis, the staff conduct thorough risk assessments of areas where children play and they maintain an accurate record of any action to address potential hazards. Staff are meticulous with regard to protecting children's health. They wear protective clothing when undertaking personal care of the children, for example, and they share helpful information about childhood illnesses with parents.

Despite the fact that the staff have to pack away equipment each day, they create a delightful stimulating environment for the children. Interactive table displays and colourful posters encourage the children's curiosity. Resources amply cover all areas of learning and are in very good condition. Children monitor the equipment too and alert staff that a small basket requires attention and this is immediately replaced by a fresh one. Staff are particularly successful at providing children with images and activities that promote diversity. Extremely well presented displays provide pictures and objects to help children learn about cultural celebrations like Chinese New Year. Staff have excellent working relationships with other professionals who visit the nursery to help support children with special needs and/or disabilities. Staff spend time in conversation with others such as a physiotherapist and they learn how to use a variety of aids to ensure children get the most from their time at nursery. Successful links are in place too with local schools to aid the transition of children to full time education.

Staff work extremely well together to make the day run effortlessly and they are led by an experienced and competent supervisor. They are motivated and enthusiastic about their work and regular action plans focus on areas for improvement. Staff ensure there is an emphasis on ideas that make a positive impact on the children, such as developing a new planting area in the garden. Staff receive substantial support with many areas of their work via the owners of the nursery. Parents have input, for example through questionnaires, to the process of evaluation though staff are yet to explore ways to capture children's feedback. Parents are very willing to share their delight with the standards of care the children receive. Regular meetings with staff enable effective sharing of information about how the children are progressing. Staff respect the families attending and encourage them to share in their home languages and celebrations. A comprehensive array of information is available to parents, which includes a strong focus on developing aspects of early learning such as language and literacy.

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

Children are thriving in a stimulating atmosphere. They are highly motivated to learn through their play and are developing significant levels of independence. Children make their own decisions and demonstrate excellent standards of behaviour. Staff monitor the children's development on a regular basis with perceptive comments on their achievements. Each child has an individual plan in place to indicate how staff will support them taking the next steps. Children are forging ahead particularly well with early language and literacy. Some two year olds demonstrate excellent vocabulary skills as they use words in storybooks like

unicorn, fairy princess and commotion. Staff extend each child at their own pace and some older children are quite confident at making letter sounds to read words. Problem solving and numeracy are other areas where children are making excellent progress. Coupled with a healthy curiosity about technology, as they explore hand held devices for identifying bird song for example, the children are developing successful skills for the future. They enjoy mixing with their peers and are keen to help friends who need extra support to take part in the full range of activities. Children are confident and benefit from the personal attention of the staff. They have an individual time line of themselves on display with photographs of each birthday and this boosts self-esteem and sense of belonging.

There is an excellent emphasis on activities that promote children's awareness of the world and nature. Interactive displays enable children to handle and explore natural materials and they are curious about events, such as finding a dead wasp in the garden. A bug box and magnifying lenses are immediately to hand to enable them to investigate further. Staff provide superb support to children's learning and are ready to stimulate conversations and encourage children to think. The children express their own creative ideas through media like paint, dressing up clothes and puppets. If they arrive at nursery with an idea, such as the wish to make a comic book, the staff support their plans and provide the resources to make things happen. Children thoroughly enjoy music sessions with lots of lively songs encouraging them to respond with actions like clapping and stamping their feet. Children demonstrate an excellent awareness of how to keep themselves safe. They carry chairs safely to a new table and whilst playing with wooden blocks, for example, announce to their friends 'I'm making this bit safe'. Children enjoy daily time in the garden and take part in energetic play with enthusiasm. They visit the snack table when they need refreshment and take care of their own washing-up to ensure they learn about maintaining good hygiene to stay healthy. Children of all ages receive encouragement to manage tasks by themselves, such as changing indoor and outdoor shoes. Children of two years spend some of the day in their own cosy room with their key staff and this provides a valuable introduction to leaving their carers and being part of a group.

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

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