

Primrose House Montessori

Inspection report for early years provision

Unique reference number EY416912
Inspection date 19/04/2011
Inspector Janet Thouless

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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*.

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Description of the setting

Primrose Montessori Nursery is one of a group of six privately owned nurseries. It opened in 2010 and operates from a detached house in Haywards Heath, West Sussex. Children have access to three classrooms and an enclosed outdoor play area. Children attend from the surrounding urban and rural areas.

A maximum of 44 children may attend the nursery at any one time and the nursery is registered on the Early Years Register. The nursery provides care for children from 3 months to under 5 years and is open each week day from 7.30am to 6.00pm throughout the year. There are currently 62 children on roll. The nursery supports children with special educational needs and/or disabilities, and also supports children who speak languages other than English.

There are 11 members of staff, all of whom hold early years qualifications to level three and above. The nursery follows the Montessori teaching method.

Highly effective planning ensure adult led and child orientated activities are planned around children's individual interests and levels of ability.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely welcoming and child-orientated nursery, in which children and their families feel valued and fully included. Therefore, children are settled and enjoy their time with both adults and peers. Children are making excellent progress through the Early Years Foundation Stage (EYFS) given their starting points and capabilities.

The established staff team work extremely well together to meet all children's needs and promote their welfare. The highly effective leadership motivates and inspires the staff team to consistently reach and maintain very high standards. The nursery shows an extremely positive attitude to providing an inclusive environment and liaises closely with parents and other providers to meet children's individual needs.

The whole staff team is passionate about creating memorable learning experiences for all of the children in their care and there is excellent capacity for 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:

- review the outdoor curriculum so that children have greater opportunities to engage in more physical play.

The effectiveness of leadership and management of the early years provision

Management are inspirational and have a clear sense of purpose and vision for continuous improvement. They have high expectations and inspire staff in developing their knowledge and skills, reflecting on best practice to promote the best possible outcomes for each child in their care.

Safeguarding is given a very high priority. Staff are trained to recognise the signs and symptoms of abuse, and have appropriate procedures to follow, should concerns be raised. Their knowledge is kept up to date through ongoing training and staff adopt safe practice. All members of staff working with the children have been vetted and are very well qualified and experienced to look after children. Regular risk assessments are conducted to identify any hazards and ensure the environment is safe for children. All the required policies and procedures are in place to underpin the excellent practice and inform parents of how the nursery will operate.

Resources are of an extremely high quality to maintain sustainability and are deployed to their best advantage. Staff set out the resources attractively to encourage progression across all areas of learning and to ensure that children have easy access to them on low and easily accessible shelves. The available space is very well managed to ensure children's personal safety and well-being at all times.

The nursery's self-evaluation processes are rigorous and the impacts of new initiatives are closely monitored. Staff listen closely to what parents and children suggest and respond to their views. Regular surveys of parents, through informal discussion and formal questionnaires, underpin the nursery's success. Comments include, 'my child really enjoys the activities and we find the communication forms very useful.'

Partnerships with parents is excellent and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Effective settling-in procedures are in place to meet the individual needs of children and their families alongside a key person system. As a result, children's welfare and sense of belonging is fully promoted. Parents are welcomed into the pre school for consultation meetings where they view their children's individual learning journals. This ensures parents are fully included in their child's care and education. Close relationships have been developed with practitioners from local pre schools and schools to support children's transition from nursery to school.

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

The nursery successfully combines the Montessori approach with the requirements of the Early Years Foundation Stage. Children are extremely happy on arrival, greeted warmly by staff and their friends and quickly settle to their chosen activity. Staff are excellent role models, they know the children extremely well and are calm and patient in their approach. As a result, children show a strong sense of security, feel safe, develop a strong sense of belonging and are motivated to learn.

Highly effective planning ensures adult-led and child-orientated activities are planned around children's individual interests and levels of ability. For example, a group of children became fascinated with the construction of a building located next door to the nursery. Staff followed this through by creating a role play construction area, which included a range of resources such as construction vehicles, sand and tools to build. Subsequently children flourish in a rich learning environment with challenges that meet their individual needs.

Children have excellent opportunities to be creative and to practise their early writing skills, using a wide range of resources throughout their play. They relish listening to and taking part in familiar stories such as 'The Hungry Caterpillar' and delight in identifying familiar fruits and vegetables within the storyline and enjoy then becoming the butterfly through dance. Numeracy and problem solving consistently form part of the children's daily activities, through adult-led and child-initiated activities. They confidently select Montessori resources such as spindles for counting and enjoy filling watering cans with water thus working together collaboratively.

Younger children experience a wealth of learning opportunities. They confidently explore the texture of ice, sand and malleable resources through adult-led activities. They show extremely high levels of concentration and persistence when using a pipette, drawing water up inside then squeezing and watching it come back out. They look on in astonishment as they pour water and watch it travel along a channel repeating this action over and over again. Children are supported exceptionally well throughout by enthusiastic staff, who encourage their curiosity, providing a wide variety of experiences which allow them to make excellent progress.

Children have excellent opportunities to learn about the diverse society in which they live and to value differences. They celebrate a variety of different festivals to gain an understanding of varying cultures and beliefs. They access resources throughout their daily play which increase their awareness of gender, culture, disabilities and learning difficulties.

Children learn about leading healthy lives by choosing to play outside when they wish. They pedal bikes confidently manoeuvring them around the garden with ease. However, there are less opportunities for more physical play. They know how to keep themselves safe in the sun by applying sun cream and sun hats. Children frequently help themselves to drinks of water to ensure they remain hydrated.

Healthy meals and snacks, eaten sociably together at the table, as well as routinely washing their hands, helps develop good habits for the future. Effective arrangements are in place for children with additional health requirements. Children's behaviour is excellent. Staff apply clear and consistent boundaries so children fully understand what is expected of them. These positive early experiences provide children with an excellent start in life to enable them to develop the skills needed for their future success.

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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