

Busy Bees Montessori

Inspection report for early years provision

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Inspection date

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Inspector

Susan May

Setting address

Westmorland Park Pavilion, Westmorland Drive, Warfield,
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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

Busy Bees Montessori School has been registered since 2005. It operates from the Westmorland Park Pavilion, which is situated in the Warfield area of Bracknell in Berkshire. The nursery has use of an enclosed outdoor area and access to the extensive grounds available within the park. The nursery school serves children from the local and surrounding areas. It is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register.

The nursery school is registered to care for a maximum of 26 children from two to the end of the early years age range. There are currently 29 children on roll of whom 26 are in receipt of early years education funding. The setting is able to support children with special educational needs and/or disabilities and who speak English as a second language. The nursery is Montessori led and follows the Foundation Stage curriculum.

The nursery operates Monday to Friday from 9.30am to 12.30pm, term time only. An additional supervised lunch session is held, depending on demand. Children attend for a variety of sessions.

There are six members of staff currently working with the children, some working part-time; of these, five hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is effectively promoted. Staff provide high quality care and education to ensure children receive positive learning experiences in a caring and stimulating environment. Children develop confidence and a strong sense of belonging. They have a secure and trusting relationship with staff and each other. Staff value children and their families. They plan individual activities that cater for children's needs to assure their successful future progress. Good resources are easily accessible and promote all areas of learning indoors and for most of the year outdoors. Management and staff work together to ensure sustained improvement. They demonstrate an awareness of their strengths and a determination to continue to scrutinize and move their practice forward to support the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- extending the range of resources available out doors throughout the year to support areas of learning extending the range of resources available out doors throughout the year to support areas of learning

The effectiveness of leadership and management of the early years provision

The staff team work exceptionally well towards maintaining high standards of care and education, they set themselves ambitious targets to continually move their practice forward. Staff work extremely well together. They provide input into a successful evaluating of the provision, which combined with suggestions from children, parents and the local authority adviser helps produce a working document for future development. The provision is exceptionally well organized with robust policies, procedures and risk assessments in place to ensure that children's well-being is secured. Staff clearly recognise their responsibilities in keeping children safe and high priority is placed on safeguarding children. Stringent systems are in place to ensure all staff are suitable, appropriately vetted, well qualified and have a good knowledge of the Early Years Foundation Stage. Staff knowledge is regularly updated; they attend local authority and external courses and regularly meet together to identify both the nursery and individual staff training needs.

Children play in an inviting and welcoming environment. There is good access to a well maintained range of attractive age-appropriate toys and resources, which provide interesting and challenging experiences to promote learning. The outdoor area is an ongoing project that provides excellent opportunities to help children progress in each area of learning, during the warmer weather; however, opportunities for learning experiences are slightly reduced during the winter months as fewer resources are made available. Staff work extremely well as a team and demonstrate their awareness of their individual roles and responsibilities. They deploy themselves effectively to ensure all children receive high levels of individual care and attention. Staff complete home visits prior to the children starting at the nursery. They know each child and their family circumstances well and have excellent systems in place to ensure each child is able to take full part in the provision; for example, by encouraging each child to recognise their own unique qualities, culture and language staff promote children's self-esteem and sense of belonging. Knowledge about the children is shared appropriately with all staff, to ensure those children with English as an additional language or who have individual education plans are supported fully.

Outstanding partnerships are forged between staff, parents, children and external agencies and providers; for example, staff are proactive in contacting school staff to ensure that the transition from nursery to school is sensitively handled and children are well prepared for the next step in their education. Parents comments are extremely favourable. They say how much their children enjoy their time at the nursery and that they feel part of the learning process as they share the achievement records and are requested to make comments and suggestions to assist in their child's progress towards the early learning goals. Comprehensive information about the setting and general information that parents may find of

interest is displayed prominently. Parent meetings and newsletters provide further details of nursery practice. All children's documentation and records are kept up-to-date and in good order, with all the required provincial consents and information in place. Confidentiality is maintained at all times.

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

Children are cared for in an extremely supportive and stimulating environment, where their interests are taken into account and planning is tailored to meet individual needs. Staff follow a Montessori learning programme while embracing the Early Years Foundation Stage framework. They combine their skills and knowledge to plan a stimulating and interesting learning environment, where all children can make excellent progress. Comprehensive observations and assessment focus activities and Montessori record books are completed, which monitor children's progress and development in relation to their starting points. All progress records are shared with parents and they can take these home to share with other family members whenever they wish. Input from parents and carers is valued and informs future planning, ensuring coherence and continuity in the children's learning.

Children access a wide range of resources. They competently and confidently use the computer and other everyday technology, choose the art and craft activity they would like as they paint and draw and have access to scissors, glue and collage materials. Children develop control and co-ordination as they play; for example, they thread scarves through mesh frames and identify the colours. Children begin to learn about number. They talk about how old they are and tell each other that not more than two children can use the large whiteboard at any one time. Children have a quiet area with a comprehensive selection of books and story sacks, for them to enjoy by themselves or in groups. There are opportunities for mark making throughout the nursery, from the designated writing area indoors to the large white and blackboards outdoors. Children enjoy role-play. They explore real and imaginary situations; for example, as they play in the 'dentist's surgery' and find out about the importance of keeping their teeth clean through a visit from a dentist. Children enjoy the outdoor environment. During dry weather they have access to activities and resources that promote all areas of learning; for example, they begin to problem solve as they use large and small equipment to make roads and constructions on which they can walk and balance. Children find out about the natural world. They identify birds in the park using picture cards, demonstrating curiosity and interest when looking through binoculars to see the birds in more detail. Children's experiences of the community are extended as they explore the local area; for example, visiting the post office to post letters they have written to their families. They find out about the wider world. They look at animals that live in cold countries, try out different foods from around the world and celebrate festivals and events important to them. Inclusion is threaded through all of the setting's practice; toys and resources promote positive images and all children are provided with opportunities to participate in all activities. Children initiate their own play. They develop independence skills as they self-select resources, choose when

and what they would like from a selection of healthy choices for snack and are consulted about what they like doing in the nursery. They begin to learn about sustainability, they have a green bin for re-cycling and use many natural materials in their play. A balance of child led and adult planned activities are offered throughout the day; for example, children enjoy listening to stories which they do attentively and with obvious pleasure.

Children move around freely. They demonstrate their awareness of keeping themselves safe as they carefully negotiate around each other when moving around, sit carefully on chairs when eating and drinking and remind each other to take care when walking along the balancing beams. Staff promote children's understanding of their own self-care and the importance of good health; they are good role models and offer frequent opportunities for fresh air. Children are confident and sociable. Staff have high expectations of behaviour and children behave extremely well. They show consideration for equipment and each other, as they help sweep up the sand and share and take turns. Children demonstrate developing self-control when negotiating with each other to resolve problems, with little or no input from staff. Children's work is valued and displayed attractively. Staff frequently praise children's achievements. Children are self-motivated. Staff adopt their ideas and interests to provide activities that enable them to respond to challenges with enthusiasm, helping build their self-esteem and develop future skills that will benefit the children.

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	2
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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