

# Bishops Stortford Montessori Nursery

Inspection report for early years provision

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**Unique reference number**

EY353280

**Inspection date**

10/05/2011

**Inspector**

Susan Parker

**Setting address**

The Pavilion Nursery, Hockerill Sports Club, Beldams Lane,  
BISHOP'S STORTFORD, Hertfordshire, CM23 5LG

**Telephone number**

07764273818

**Email**

**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**

Bishops Stortford Montessori Nursery opened in 2007. It operates from Hockerill Sports Club. A maximum of 24 children may attend the nursery at any one time. There are currently 30 children on roll in the early years age range. The nursery is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates within the Montessori principles.

The nursery is open each weekday from 9.20am until 2.20pm, with the option of a 12.20pm pick-up if required during term time only. There is access to a secure enclosed outdoor play area. There are systems in place to support children with special educational needs and/or disabilities. There are also effective strategies in place for children with English as an additional language. The nursery employs five members of staff, all of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make outstanding progress in this Montessori nursery. Regular careful monitoring of the children in the early years age range enables staff to adapt activities to ensure all children can participate. Children behave in a safe manner and are adopting a healthy lifestyle with lots of fresh air and physical exercise. A good self-evaluation process is established, incorporating the views of all users.

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

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

- develop further the well-organised evaluation of the setting.

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

Children's safety and welfare are actively promoted. Thorough risk assessments and daily checks ensure that hazards are minimised and children can explore in safety. Stringent checks are carried out to ensure that all staff are suitable to work with children. This results in a skilled and dedicated staff team who deliver warm, consistent care and education to all children. All members of staff hold first aid certificates, which ensures that any accidents are dealt with safely. Security and safety are a priority and this ensures that all children can explore the many activities in safety.

The staff are developing a detailed self-evaluation process of their provision. This effectively highlights the good organisation of the setting and identifies some areas

for improvement. All members of staff exchange views and ideas through regular discussions and staff meetings. They actively seek feedback on their strengths and weaknesses from children, parents and carers, which provides a detailed overview from all the users. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment where both children and staff thrive.

Resources are abundant and used well to promote children's learning and development. The Montessori teaching principle fully marries with the Early Years Foundation Stage in this vibrant nursery, providing a wealth of experiences which promote children's excellent progress towards the early learning goals.

All resources are reflective of the children's cultures through an abundance of toys, books and games. Staff ensure that they understand each child's background, culture and beliefs, and encourage children to recognise and respect differences. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families and recent experiences. This enables all children to feel welcome and valued.

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

Children make excellent progress in all areas of learning and are fully supported in achieving because staff have an exemplary understanding of the Early Years Foundation Stage. Children display very good skills and attitudes towards learning as a direct result of the excellent input from the staff team. They observe and assess children as they play, using this information to inform activity planning. Staff respond quickly to children's developmental needs, and adaptations to planned activities can be carried out on a daily basis. This enables them to provide tailored experiences and activities which actively promote children's individual development.

The environment is attractive and accessible, enabling children to make independent choices and select their own resources. This promotes children's confidence and self-motivation. Children can generally free-flow between the indoor and outdoor learning environment. They display their feelings of safety as they confidently move from one area of play to another, accessing their own resources to develop their own play. They display an exceptional understanding of safety issues and remind each other not to run indoors. Children are rewarded with lots of praise from staff, which further promotes their self-esteem. Special helpers are chosen each day to encourage positive behaviour and self-confidence. This results in children displaying good habits and behaviour appropriate to good learners, while respecting and understanding their own and others' needs.

Each child has their own assessment folder which acts as a record of their outstanding progress. These assessments are meaningful and relevant to the individual child. Detailed and practical observations and monitoring of the children's development and achievements in all areas of learning highlight the next stages of learning for individuals.

Children's have good relationships with the staff, whose consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Children are respected as individuals and the curriculum is tailored to suit all capabilities and needs. Continual assessment by each child's key worker allows any strengths or weakness to be identified and adaptations to curriculum planning are made. They learn how to think for themselves and make decisions through the use of open-ended questions and encouragement of listening skills. Children develop excellent skills for the future as they share ideas and work together. For example, children using stickle bricks discuss their models, comparing size, shape and colour. They have many opportunities to develop early reading and writing skills. Young children enjoy snuggling up with a member of staff or their parent and sharing a book. Children regularly make marks in everyday play and older children can form words. The staff are very good at supporting children who make excellent progress, using their teaching skills to support children who have already mastered the Early Years Foundation Stage, and they ensure that children are continually challenged with teaching aspects from Key Stage 1.

They enjoy making music and learning new songs and the actions that go with them. This enables them to learn about rhyme and to interpret the words with their bodies in a creative way. All children, based on their starting points and abilities, make outstanding progress towards the early learning goals in this welcoming pre-school.

## 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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| 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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