

Absolute Angels Montessori Nursery (Coggeshall)

Inspection report for early years provision

Unique reference number	404692
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Inspector	Lynn Hughes
Setting address	Christ Church, Welsely Hall, Stoneham Street, Coggeshall, COLCHESTER, CO6 1TT
Telephone number	01376 562000
Email	sarahnowledge@absoluteangels.freemove.co.uk
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

Absolute Angels Montessori Nursery was registered in 2000 and is privately owned and run. It operates from two rooms in a converted church in Coggeshall near Colchester, Essex. Two fully enclosed gardens provide outdoor play opportunities. The nursery is open from 9am to 2.45pm, term time only.

A maximum of 38 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 71 children on roll. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The nursery employs 13 members of staff. Of whom 11 including the manager hold appropriate qualifications to at least level 2. The nursery reflects the Montessori ethos and methods. Most of the staff have attended relevant Montessori training. The nursery receives support from the local authority and has achieved the Investors in People award and Montessori Accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting delivers all aspects of the Early Years Foundation Stage to an exemplary standard. Children are actively encouraged to become strong, independent young people who have superb opportunities to guide their own play and learning. Extremely effective systems are in place to enable the setting to review, monitor and evaluate its provision for children and families which efficiently identifies its strengths and any areas for improvement. Links with outside agencies are good, however, the setting is continuing to develop systems to enhance effective partnership working with other settings delivering the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- developing partnership working to provide further opportunities for parents to share in their children's learning and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children are expertly protected from harm as staff demonstrate secure and extensive knowledge of their responsibilities with regards to child protection. Well-written and concise policies are available and shared with parents. Extensive staff induction procedures ensure that all staff are knowledgeable of the setting's policies and nominated adults. Effective staff recruitment systems are in place to ensure that all staff have been thoroughly vetted. Proof of their clearance, references and relevant personal information is held on file. The environment is kept extremely safe through the setting's rigorous risk assessments and clear daily safety checks.

The leadership and management embed ambition and drive improvements superbly. There is an effective management structure in place which includes an office manager, nursery manager and deputy. Staff are superbly supported through this structure and are provided with excellent opportunities to progress their personal development and to utilise their individual skills and expertise within the nursery. The setting's extensive system for self-evaluation provides excellent opportunities for staff, parents and management to feed in their thoughts and suggestions. All feedback is welcomed and used constructively to make necessary or required changes for improvement.

Extremely effective organisation of the entire premises enables children to safely and independently access the materials and resources on offer to them. The equipment is effectively presented on low-level, accessible shelving and children understand the importance of returning every piece of equipment they use to its correct place once they have finished with it. A high adult to child ratio ensures that children are always well-supervised and superbly supported. Staff understand their daily routines and roles and follow these proficiently. Equality and diversity is expertly promoted throughout the setting and threaded through every aspect of the nursery. This ensures that all children are treated with equal concern and provided with superb opportunities to be fully included in all aspects of the setting. The premises are made welcoming and exciting as staff decorate the walls with posters and examples of the children's work. Many of the posters reflect diversity and enhance the children's understanding of other people.

Parents are provided with extensive and effective information about the nursery before their children attend and through its ongoing processes. They are provided with opportunities to feedback their views by way of questionnaires, verbally and also through the workshops which are organised by the owner on a regular basis. The management take on board ideas and parental views and often review their systems on the basis of this feedback. The setting works very effectively with local schools and outside agencies, such as, the area special educational needs co-ordinator. It is in the process of developing closer links with other early years settings in the local area.

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

The quality of the provision for children's welfare, learning and development is superb. Children enter the setting excited to be there and immediately become fully engaged in self-directed learning and play opportunities. Children move with absolute confidence around the provision, making good use of both the first floor room and the large ground floor hall. They talk confidently to each other and to the adults caring for them. Their conversations are knowledgeable and they proficiently share real and imaginary experiences. The theme of animals being covered at the time of the inspection prompts lots of learning opportunities, for example, children decorate a pig mask and talk about what pigs like to eat whilst doing so. They fetch water from the indoor tap to add to mud to create a muddy area similar to the habitat of a pig. This provides excellent fun as they stir the muddy water around and talk about whether they need to fetch more. They actively participate in growing and planting activities and use their grown produce for snacks and meals. They are very knowledgeable about caring for their fruit and vegetables and talk confidently about how they need to be watered regularly. The superbly presented and exciting reading of a story by a member of staff, captures the interest of a group of older children who sit silently listening to see what happens at the end. Children have excellent opportunities to express themselves creatively in a range of ways including dance. They enthusiastically join in with the dance teacher, following her actions and moving to the music. Staff follow effective systems for observing and recording children's progress and achievements. They use this information well to inform their individual planning and to assess children's learning.

Children are and feel extremely safe both indoors and outdoors. The effective risk assessments in place ensure that the premises are thoroughly checked on a regular basis and staff conduct daily safety procedures. Children develop an excellent knowledge of keeping safe and secure as staff gently remind them of the simple rules, such as using their walking feet indoors. They proficiently keep the environment free from hazards by returning resources to their proper homes. The use of real life materials, such as, glass and ceramics in both the Montessori equipment and for children's general use enhances their understanding of handling objects carefully. Children are extremely fit and active. They thoroughly enjoy outdoor play opportunities in both the 'working garden' where they dig and tend to the produce they are growing and the physical play garden which provides opportunities for them to climb, run, ride and throw. Children make excellent choices about whether they play indoors or outdoors as they participate in free-flow play. Children understand about foods which are good for them as they enter into lively discussions with staff. They freely access fresh fruit and other healthy options from the rolling snack bar and help themselves to fresh drinking water throughout the day. Good hygiene habits are promoted by staff reminding children to wash their hands at appropriate times and to use tissues. Children understand these instructions and proficiently follow them.

Children move freely and confidently around the setting. They behave well and understand the importance of sharing and taking turns. Children develop secure

friendships with their peers and enjoy the interaction they receive from the adults working with them. Staff effectively promote children's confidence and self-esteem by praising them and reminding them that they are clever and special people. Children are provided with excellent resources which help them to learn about other people and their differing needs. They explore the customs and religions of people from different countries through the Montessori resources and through the celebration of various festivals and special occasions. Opportunities for children to extend their skills for the future are extensive. They develop excellent hand-eye co-ordination through the use of appropriate resources and are provided with superb opportunities to practise mark making and writing. They learn about books and how to care for them as staff read to them, listen to them read and talk about how books work. An exciting selection of planned activities enable children to participate in cooking, dance, yoga and drama. They go for regular walks in the local area, enhancing their knowledge of their community and benefit from visitors to the setting who extend their learning.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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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