

Kellybrook Montessori Nursery

Inspection report for early years provision

Unique reference number	113556
Inspection date	22/06/2011
Inspector	Teresa Elkington

Setting address	Scout Hut, 53 Billingshurst Road, Broadbridge Heath, Horsham, West Sussex, RH12 3LN
Telephone number	07835925725 or 01403 251221
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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

Kellybrook is a Montessori Nursery, which registered in 1991. The nursery is situated in the scout hall in the village of Broadbridge Heath, near Horsham, West Sussex. Children have access to a secure, enclosed outdoor play area. The nursery is wheelchair accessible. Children attend from the village and the surrounding area.

Kellybrook Nursery follows the Montessori curriculum, which is integrated with the Early Years Foundation Stage Framework. Sessions are held on five mornings a week, from 9.15am to 12.15pm. Afternoon sessions operate on four afternoons a week from 12.45pm to 3.45pm during term time only.

The Nursery is registered on the Early Years Register to care for 24 children in the early years age group from two to five years. The nursery is also registered on the voluntary and compulsory parts of the Childcare register.

There are currently 50 children, aged from two to four years, on roll. This includes three and four year old children who receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are five staff working at the nursery. All staff working in the nursery either hold or are working towards appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this enabling and inclusive setting. Staff provide an interesting and varied learning programme for all children which allows them to engage in a range of exciting first-hand experiences. Overall, children's safety and well-being is managed effectively. Effective partnerships with parents enable an equal approach to both care and learning. Overall, the setting fosters positive relationships with others. Staff effectively monitor the service they offer and take appropriate steps to develop their practice in order to enhance children's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- revise the current systems for hand washing to ensure that the possible spread of infection is minimised
- maintain a regular two-way flow of information, knowledge and expertise with other early years settings that children attend, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are well protected due to the staffs clear understanding about their safeguarding responsibilities towards children and procedures for reporting any concerns. Robust recruitment procedures ensure children are only cared for by suitable persons and their ongoing suitability is monitored through formal induction and appraisal. Policies, procedures and documentation for the effective and safe running of the setting are well organised, effectively implemented and all are shared with parents. Children's safety is promoted effectively as daily safety checks and risk assessments are completed with regard to the indoor and outdoor environment to ensure the facilities are safe and potential hazards to children are minimised.

Management have a clear vision for the future of the nursery and have identified areas for improvement through the use of self-evaluation. The consistency in maintaining continuous improvement is reflected in the management's ability to address recommendations from the last inspection effectively. Staff have a sound understanding of both the Montessori educational philosophy and the Early Years Foundation Stage which enables them to provide a rich learning environment for the children. Staff deployment is good enabling the support and challenge of all children in their play and learning. Children have access to a limitless range of excellent quality resources, which reflect and uphold the Montessori approach to learning alongside traditional play resources. Children learn the value of a diverse society and are encouraged to acknowledge each others abilities and views; as a result, children develop a positive attitude towards diversity.

The group establishes positive working relationships with parents. Information sought from parents provides key persons with information which enables them to effectively establish starting points for children. Parents are kept well informed of their children's efforts, achievements and progress through a number of effective systems, such as verbal communication daily and the completion of learning journeys and next steps reports. Systems are in place to support children with special educational needs and children with English as an additional language. However, an effective partnership with others providing early years care and education is lacking.

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

Children are settled well within the group and spend their time engaged in interesting and meaningful play activities which fully promotes and develops their skills of independence. Children enjoy a balance of planned, purposeful play exploration indoors and outdoors, with a high emphasis placed on child-initiated activities that result in children being active and creative learners and think critically. Children benefit from the expert interactions of the staffing team who are on hand to support, guide and extend all children, enabling them to be consistently

supported and challenged during their play and learning experiences. Observation, assessment and planning systems are well established and track children's progress from their starting points towards the early learning goals. Next steps are clearly highlighted from the observations and are used to tailor the planning for individual learning by building on their achievements. As a result, children are making good progress in their learning and development.

Children enjoy a well balanced organisation of activities which enables them to enjoy an exciting range of physical activity, both inside and out. They have access to a good range of out door play equipment which promotes their use of their large muscle skills. Their small muscle skills are fully enhanced as they use small tools such as tweezers, spoons, and scissors. They are reminded about the importance of hygiene and washing their hands after using the toilet through the use of pictorial references. However, after undertaking 'messy' activities and after snack times, children use a communal bowl to wash their hands, which does not fully protect children from the possible risk of cross-infection at all times. Children show a good understanding of keeping themselves safe. They take part in an emergency evacuation drill and follow safety guidelines for example, staff remind children to remember to use 'walking feet' when moving between rooms.

Good behaviour strategies are in place which enables children to understand the importance of working harmoniously within the group, consequently children behave very well, they show kindness to each other, play cooperatively, take turns and share resources well. Children are constantly praised for their efforts and acts of kindness, which promotes their self-esteem. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images.

Children develop effective skills which contribute towards their future learning. Mathematical concepts are encouraged through the use of practical activities. For example, children confidently and independently use many of the Montessori resources which fully support and promote their understanding of size, volume and sequence. They enjoy listening to stories either in small groups or as a whole group and access books freely from the wide selection available. Children's use of letters, words and linking sounds are encouraged through fun activities for example as they match letters to printed words making association with pictures to help understanding. Mark making is actively encouraged as children spontaneously make their marks their own pieces of work. They become familiar with technology as they begin to explore use of cameras, 'walkie talkies' and calculators in their play. Children's imagination is promoted through music and movement and through innovative role play opportunities. For example, as they move their bodies pretending to be fish of the sea, as they enjoy going 'On Safari' in their manmade jeep and use binoculars to seek out an array of different animals hidden in the jungle.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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