

Ca Montessori Children's Centre

Inspection report for early years provision

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Inspector

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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

Ca Montessori Children's Centre opened in 1999. It is a privately owned, work place day nursery run by Ca Technologies. The nursery operates from seven childcare rooms in purpose built facilities on the ground floor of the company's premises in Datchet, Berkshire. A maximum of 100 children under eight years may attend the nursery at any one time, all of whom may be in the early years age group. The nursery is open each weekday from 8am to 6pm all year, with the exception of bank holidays. All children have access to secure enclosed outdoor play areas. The nursery follows a Montessori philosophy.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 81 children aged from nine months to four years on roll. The nursery receives funding for the provision of free early education to children aged three and four years. Children come from a wide catchment area, as parents using the nursery are employees of Ca Technologies and travel in to work. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 26 staff. The manager and all 25 staff hold appropriate early years qualifications. There are two staff who have Early Years Professional Status and four staff who hold Qualified Teacher Status. There are five staff working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure in the nursery environment because of the consistent staff team with whom they build trusting relationships. Staff effectively promote inclusive practice and treat all children with equal concern and respect. Children make good progress in their learning and development and children's developing independence skills are a particular strength of the nursery. Areas for development include the use of technology and free-flow play to the outside area. There are effective systems in place to support the continual improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- incorporate technology resources that young children and babies recognise into their play
- consider using the garden areas that links the indoor and outdoor

environments more so that children can move freely between them and access the activities provided outside

- develop further parents' involvement in the ongoing observation and assessment process, for example, by more frequently discussing children's planned next steps in learning with parents and providing regular opportunities for parents to add to the records.

The effectiveness of leadership and management of the early years provision

The management team has a good knowledge and understanding of their roles and responsibilities and this helps the nursery to run smoothly and efficiently. All required documents are in place to support the well-being of children. There are robust systems in place to safeguard children. The thorough employment procedures check that staff are suitable to work with children. Staff have a good knowledge of the procedures to follow to protect children and the nursery organises training to refresh the safeguarding knowledge of the whole staff team. The environment and security systems are very secure and considerably minimise the risk of a child leaving unsupervised or an intruder entering unnoticed. Regular fire drills are undertaken to help staff and children know what to do in the event of an emergency evacuation. The nursery follows the good practice of recording risk assessments for outings in which children undertake to different parts of the large site.

Staff have a good understanding of the backgrounds and individual needs of each child. This is because of the effective settling-in procedures where staff use information from parents as the starting point for children's learning. This supports children in making as much progress as they can from the outset. The effective partnership working between staff supports a smooth transition for children moving rooms. The nursery is very willing to work in partnership with other agencies involved in children's learning and development. However, in practice this is difficult to arrange as most children live in other counties which is some distance from the nursery. Staff foster good relationships with parents and this contributes towards children's needs being met. Parents receive information via email throughout the day about their children's routines and activities. As parents work onsite they are able to pop in and visit their children during the day. Two parents' evenings a year provide the opportunity for parents to discuss their child's progress in more detail with staff. Not all parents are sure if they are informed about their child's planned next steps in learning at times other than these meetings. Parents do not regularly contribute their observations of children's achievements outside of the nursery to the records of learning. The nursery offers parents workshops, such as weaning and language development, to help them support their children's development. Parents are very pleased with the care and education their children receive and particularly like the facilities and the way children's independence skills are developed.

The recommendations from local authority visits are considered as part of the nursery's self-evaluation. All staff are able to contribute to the monitoring process. They contribute their ideas through meetings and taking roles, such as on the

health and safety or menu committees. Parents can also sit on these committees to offer their views. Overall, the current system accurately identifies strengths and areas for development to improve outcomes for children, such as the outside play area. Management demonstrate a strong commitment to improving the nursery. They work hard within the guidelines of the Montessori philosophy to try to promote effectively all aspects of the Early Years Foundation Stage areas of learning. Children access a wide range of good quality, natural resources to support the Montessori approach to promoting children's learning and development. These resources are well displayed and easily accessible to all children, which supports the development of many skills including independence. The availability of resources to promote everyday technology and information and communication technology is inconsistent. Children in the pre-school room have access to a digital camera and programmable toys. Staff take them for lessons in the computer suite prior to leaving the nursery for school. However, the Nido and Children's Community rooms are not resourced as well with technology resources. The adjoining outside areas where activities, such as sand and water, are provided are not always open for children to use. This means that young children sometimes play with the taps in the sink when they want to participate in water play. Planned activities develop children's awareness of caring for the environment.

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

Overall, staff are well deployed and provide effective support to help children learn and to promote their well-being. All staff have a good knowledge of how children learn. They know when to become involved to extend children's learning and when to leave children to play. Staff undertake regular observations of children. They use the assessment of these observations to plan activities to move each child on in their learning. Overall, children participate in a wide range of activities covering all aspects of learning that are appropriate for their age and stage of development. Children develop useful skills for their future lives. However, younger children and babies do not play with a good range of technology related toys. Children initiate their own play from a very early age because the resources are stored at a low-level.

Children enjoy healthy and nutritious meals that are freshly prepared onsite each day. Mealtimes are social occasions where children sit together and develop good self-care skills with effective support from staff. For example, having spilt their drink they fetch the mop to wipe the water up. All children thoroughly enjoy the daily sessions they have to play outside in the large playground. They skilfully use the rope ladder to climb up the pirate ship, get out of breath as they run around freely and competently pedal tricycles. Younger children push trolleys to develop their walking skills.

Pre-school children demonstrate good manual dexterity as they hammer pins into a board to hold wooden shapes in place. Adult-led activities encourage children to recognise if the number on the dice is more or less than the previous one. Children use their imaginations as they create spaceships with building bricks and fly it

away to another planet. Children in all rooms enjoy using books for pleasure. Babies become engrossed in a storyboard and enjoy sticking the animals on at the appropriate time.

Babies are inquisitive learners. They select shape sorters and posting boxes and manipulate the pieces to fit into the correct holes. They are confident to take risks as they explore their room to discover what they can do. They crawl to the bridge, pull themselves to standing and hold the rails to take some independent steps. Staff allow them to carry on, offering praise and encouragement. Pre-school children know to steer tricycles round their friends to avoid a collision and staff give younger children gentle reminders to help them think about their own safety and that of their friends.

Staff use positive language to reinforce agreed ways to behave, such as 'We use gentle hands', and children respond positively behaving very well. Overall, children enjoy their time in the nursery and appear settled and happy. Staff are sensitive to the needs of children. For example, when staff have difficulty understanding the song a young child wants to sing they use the songbook so that the child can make their needs known. The child shows great delight when the page with the bus is turned. Children's work is valued and some examples are displayed in the corridors at adult level. However, little work is displayed in the rooms for children to see to support further self-esteem. Planned activities help children to learn about their own culture and those of other people.

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	3
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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