

# Plympton Montessori Nursery & Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	117146
<b>Inspection date</b>	14/06/2011
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<b>Setting address</b>	Plympton Montessori Nursery, Meadowfield Place, Plymouth, Devon, PL7 1XQ
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<b>Type of setting</b>	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

Plympton Montessori Nursery was registered in 1998 and from May 2011 moved into new purpose built premises located within the grounds of Yealmpstone Farm School in Plympton, a largely residential suburb of Plymouth in Devon. There is disability access to the building. Children have the use of an enclosed area for outside play. The nursery provides support for children with special educational needs and/or disabilities and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery may care for 26 children from birth to under eight years of age at any one time. There are currently 50 children on roll in the nursery, 28 of whom are in receipt of funding. In addition before and after-school care and holiday care is available for children up to 11 years. The nursery is open from 7.30am until 6.15pm, Monday to Friday throughout the year. Children attend for a variety of the sessions on offer. There are seven members of staff who work with the children. One holds a National Vocational Qualification (NVQ) at level 3; one has a NVQ at level 2 and is working towards level 3; two have Foundation degrees in Early Years; and one has a BA Hons in Sociology and is working towards Early Years Professional Status; and another has a BA Hons in Early Childhood Studies and also has Early Years Professional Status. The proprietors are qualified teachers and are Montessori trained. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a wide range of interesting activities and experiences and make good progress. Staff are knowledgeable about the children in their care and ensure they are fully included in activities and treated equally. There are excellent partnerships with parents and information is shared very effectively with the host school. Children's safety is given high priority by a well-qualified staff team. The manager and staff clearly identify where their strengths and areas for development lie, and have the capacity to improve well in the future.

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

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

- develop more frequent use of technology in activities to support children's learning and development
- develop more problem solving experiences in the outdoor environment.

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

Staff safeguard and promote children's welfare very well. Safety measures and policies ensure that safeguarding procedures at the nursery are outstanding. Staff have an excellent awareness of health, safety and child protection issues and know their responsibilities very well. Risk assessments are very thorough and carried out regularly to ensure the safety of the environment. Staff are deployed very effectively so that babies, toddlers and children are supervised at all times. Children have access to a good range of safe and suitable resources. Fire evacuation procedures are practised to familiarise staff and children with the routine. Rigorous systems have been established for parents to follow when collecting their children. There are robust staff recruitment and vetting procedures in place to check the suitability of adults working with or having contact with the children. Partnerships with parents and carers, the host school and outside agencies are outstanding. They receive information through regular discussion, comprehensive newsletters and the parents' notice board. They are very familiar with the policies and procedures of the nursery. Parents say they are kept very well-informed about their child's day and achievement and progress. Key staff regularly share the children's learning journeys with parents and hold termly meetings for them to become familiar with the stimulating environment and children's progress. Staff value the input of parents when setting targets for children and take on board their suggestions for improvement. Parents say their children enjoy coming to nursery and are very supportive of fund raising events such as the Toddler Walk held on the school playing field. The relationship with the host school is outstanding and the nursery benefits from the use of its outdoor environment. There are also outstanding links with outside agencies who help the staff to meet the requirements of children with special educational needs and/or disabilities. The nursery is well-led and managed. Staff meet regularly to share planning and assessment and discuss the layout and organisation of their new building and outdoor area. There are good self-evaluation systems in place which ensure that the views of parents and carers are taken into consideration. Good progress has been made in addressing the recommendations of the previous inspection. In particular, staff regularly monitor children's progress and use this information well to plan a suitable range of activities and experiences. Staff actively promote equality and diversity to a very high level and ensure children and toddlers are fully included in activities and achieve equally. Staff provide excellent support for children with special educational needs and/or disabilities, and those who speak English as an additional language so that they make similar progress as their peers. A very good range of resources and activities extend the children's understanding of different cultures, so they grow to appreciate people's differences. Staff make imaginative and effective use of resources to meet most of the children's needs and have a clear idea of how to develop this further. This includes the development of outdoor sensory and environmental areas in which the children can play and explore. Currently, the outdoor space does not provide enough challenge or opportunities for children to solve problems and this impacts on the development of these skills. Planning indicates that opportunities are sometimes missed to make the fullest use of technology, such as digital cameras and computers in activities. Staff regularly monitor activities and access relevant

training courses to enhance their experiences.

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

Children benefit from well-organised, purposeful play and achieve well. Staff value the children's ideas and contributions and include these in the planning and organisation of activities. Planning is evaluated carefully and the information is used effectively to help children to build on their existing skills. Topics such as Summer and Music from Around the World extend their experiences and understanding of the wider world.

Children behave very well because staff have high expectations and are excellent role models. They are encouraged to be independent and confident in their choice of activity and cooperate very well together. Staff have a consistent approach to managing behaviour. Children respond very well to staff's constant attention and effective strategies. They learn to care for themselves and the toddlers as they play and take great pride in using the resources carefully. They feel a strong sense of belonging and involvement in the provision and learn to value other cultures, festivals and countries through activities, books and resources available to them. Visitors tell them about life in France, Germany and Spain and they enjoy food tasting as part of their American Thanksgiving celebrations.

Children have an excellent understanding of keeping healthy and safe. They learn about healthy eating and are encouraged to make healthy choices. They eat a range of fruit at snack time and enjoy making bread. They use equipment safely as they prepare fruit salads, fruit kebabs and biscuits. Their physical skills are developed well as they balance on the climbing frame, ride their bicycles and pedaled vehicles and dance to music. Staff ensure that children learn about fire and road safety and arrange talks from the fire and police services. Children value these opportunities and say they feel very safe and secure at the nursery.

Children are eager to learn and make good progress. Staff introduce them to the Montessori materials and use these effectively to promote children's learning in a wide variety of ways. Their communication, language and literacy skills are developed well and most can write their names by the time they leave the nursery. They use their imaginations well as they re-tell the story of 'Goldilocks and the Three Bears'. Their creativity is fostered well through activities such as printing patterns with fruit and vegetables. Toddlers are keen to explore sensory materials in the treasure basket. Most children can count up to twenty and beyond and use the Montessori materials very well to explore size, shape and measure. They have fewer chances to use technology during their play, such as the digital camera, to record and share their experiences with one another consequently opportunities to extend their skills using this kind of technology are sometimes missed. Children relish the opportunity to go on nature walks and visit the school pond, and develop a good understanding of the natural world. They tunefully sing songs such as 'Ten Little Kangaroos' to practise their counting skills. Children listen with interest to stories in French and Spanish and eagerly count up to ten in French. Overall, they

are prepared well for their next steps in learning and full-time education.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met