

# Shamley Green Montessori Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY348113
<b>Inspection date</b>	15/06/2011
<b>Inspector</b>	Carol Willett

<b>Setting address</b>	Christchurch Hall, Church Hill, Shamley Green, GUILDFORD, GU5 0RS
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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*.

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## Description of the setting

Shamley Green Montessori Pre-School opened in 2007. It operates from the church room within Christchurch Hall, Shamley Green, near Guildford, Surrey. There is an enclosed outdoor play area.

The preschool is registered on the Early Years Register. It opens Monday to Friday during term time only. Sessions are from 9.15am until 12.30pm, with an optional lunch session provided every day to 1.15pm where children bring a packed lunch. The preschool is registered on the Early Years Register and is registered to provide care for no more than 20 children in the early years age range with none of these children aged under two years at any one time. There are currently 32 children on roll who attend a variety of different sessions. Children aged three and four years receive free early education funding. The pre-school can support children with special educational needs and/or disabilities and children who speak English as an additional language.

The preschool is an accredited Montessori setting and is registered to accept Montessori Centre International student teachers. They receive support from the local authority. There are six staff working with the children; of these, two hold higher level 4 childcare qualifications and two hold level 3 qualifications. Two members of staff are working toward level 4 Montessori qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear happy, busily occupied and making very good progress overall in their learning. They are well supported by kind, caring, knowledgeable staff. All children are welcomed and included in the stimulating and friendly preschool environment where staff have a good understanding of children's individual needs.

Children independently access a very good range of activities and resources, which helps promote the children's learning and development. All required documentation is in place and a detailed self-evaluation highlights the preschool's commitment to continuous improvement, effectively identifying strengths and areas for improvement. The commitment to high standards has enabled the preschool to be accredited by the Montessori Examination and Accreditation Board.

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

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

- improve the program for physical development so children have access to climbing and balancing equipment

- develop consistent systems for tracking individual children's progress, in order to identify gaps in learning, so all children make maximum progress towards the early learning goals.

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

Children's safety and welfare is effectively promoted as staff are very attentive and supervise the children well. Thorough vetting and induction procedures ensure all staff are suitable and well qualified. All staff hold first aid certificates and they all undertake safeguarding training. Staff understand the procedures to follow if they should have a concern about the welfare of a child within their care. The preschool has a clear safeguarding policy which is shared with parents so they are aware of the procedures that will be followed if there are any such concerns. Staff have a good awareness of safety and complete effective risk assessment records. These, along with daily checking procedures both inside and out, ensure children can play safely. Premises are secure and all visitor identity is checked and details logged. Staff and children regularly practise fire evacuation procedures, which ensure they know how to behave and what to do in an emergency.

Children appear happy and secure at the pre-school. The wide range of good quality age-appropriate resources is freely accessible so the children develop high levels of independence. Staff work well together to ensure all children are purposefully occupied within a stimulating environment. Children are very confident and secure as staff are kind and caring, Staff value their efforts, displaying their art work including paintings of spring daffodil pictures.

The preschool provides an inclusive environment and staff are very supportive and welcoming. Children's individual needs are fully discussed with parents at initial visits and through daily exchanges of information. Partnerships with parents are positive and the parents are very happy with the care their children receive at the preschool. They feel staff are caring, friendly and approachable. They like the structure and routines as they feel this helps children feel secure.

Communications systems are very effective and parents view information through the preschool's website, newsletters and notice boards. Parents receive good feedback about their children's progress and development through daily discussions, home communication, 'Bee books' and through planned parents' meetings. The preschool has established effective partnerships with the early years services. They liaise well with teachers from local primary schools to ensure consistency and continuity in learning and to ensure a smooth transition for children from preschool to school.

The owner and staff form a strong effective partnership and they are committed to improving their skills and knowledge. All staff actively undertake regular training to update their skills and there is evident enthusiasm and commitment to try new ideas to continuously improve the outcomes for children. For example, the outdoor play area has been improved and assessment records and planning are continually evaluated. Self-evaluation is thorough and effective, and identifies areas for future

improvement. The preschool has positive attitude to feedback from inspections and local authority visits and this is used together with the self-evaluation to inform an action plan for continual improvement. There is a wide range of documentation in place which meets all the requirements of registration. Policies and procedures are freely accessible to parents including through the preschool website.

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

Children are well motivated and appear both confident and busy at their play. They actively explore the well equipped preschool and its many toys and resources. Staff successfully blend the requirements of the Early Years Foundation Stage with the Montessori curriculum enabling children to make good progress in their learning. Children's sense of belonging and self-esteem are well developed as staff are friendly and enthusiastic, and provide a welcoming, stimulating environment with attractive displays of children's artwork.

Children develop independence as they decide when to have their snacks or whether to play inside or out. Overall, they make very good progress in their learning and development as they actively explore the interesting and well-organised resources and activities. However, children have few opportunities to develop climbing and balancing skills as part of physical play.

Staff are skilled in extending and developing learning through play. They develop learning record folders which include ongoing written observations of each child's progress along with photographs and examples of children's work. These are used to identify each child's next steps and inform weekly planning. However, tracking systems to the early learning goals are not consistent in order to identify gaps in each child's development across all early learning goals.

Staff provide an interesting challenging range of resources and activities. Children enjoy creative activities and they use a variety of tools as they make models, such as a kennel for a toy dog, paint pictures and use playdough. Children use technology well as they manipulate the remote control car and operate machinery such as CD players in the listening area. Phonic activities develop children's knowledge and understanding of letter/sound links. Children use crayons, paints, pencils and the sand tray to mark make. Children develop an understanding of the natural world through planting and growing flowers and vegetables. The wide range of Montessori maths equipment develops children's numeracy skills as they order shells by size and learn about shapes.. This develops into a discussion about who lives in the shells, showing staff ability to extend learning activities.

Children develop an awareness of the diversity of people within the community as the pre-school has a good range of appropriate resources. The children learn about other countries and people of different cultures and faiths. Photographs of the local area are laminated to form posters and used to encourage children's observational and listening skills. Planned craft activities are linked to family festivals and cultural days, and there is a good selection of books and other

resources with appropriate images. The preschool actively encourages children's fathers to take a more active part in the preschool by inviting them in for story week.

Children are very happy in their play and thoroughly enjoy their time, learning effective skills to support their future learning. The staff have a very good knowledge of each child and those who require additional support are well catered for and their progress is monitored effectively.

Children enjoy physical play as staff encourage them to freely access the well resourced outdoor play area. They competently use a range of wheeled toys and bats & balls and run around freely. Children have good opportunities to learn about good hygiene practices. They wash their hands before eating and after using the toilet. Children have healthy choices at snack time as they select from the good selection of fruit with breadsticks or crackers. They competently pour their own drinks and independence skills are promoted very well.

Children's safety is promoted very effectively. They learn safe behaviour as staff carefully instruct them how to use tools safely and remind them not to run inside. Children have strong trusting relationships with staff as they busily play and learn. They select freely from the well-organised resources and toys and confidently ask for help for example, to pour more glue into pots.

Regular fire drills develop children's awareness of how to keep themselves safe and how to behave in an emergency situation. Children learn to take responsibility for their behaviour and environment as they wash up their cups after snack time and help pack away toys. Staff provide a positive learning environment and act as good role models for the children, treating all with care and respect. Children behave well; they share and take turns with gentle encouragement from the staff. They try and help their friends by passing the glue and material to make models and happily take turns using the remote control car.

Overall, the children are well cared for by enthusiastic, caring staff in a well-resourced and stimulating pre-school environment.

## 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	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

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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	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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