

# Chrysalis Montessori Nursery School Ltd

Inspection report for early years provision

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**Unique reference number**

EY418189

**Inspection date**

20/06/2011

**Inspector**

Melissa Patel

**Setting address**

Rainton Village Hall, Rainton, Thirsk, North Yorkshire, YO7 3PN

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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**

The Chrysalis Montessori Nursery is situated in Rainton Village Hall, in the village of Rainton near Thirsk. The nursery has operated with the current provider since December 2010, although the provision has been running for eleven years in total. The nursery operates from two main rooms and associated facilities on site. Children use the two outdoor areas at the front and side of the premises. The nursery operates term time only on Monday to Friday 9.15am to 3pm and with the option to stay for the lunch club each day.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision may care for a maximum of 30 children from two years to under eight years of age. There are currently 50 children on roll in the early years age range attending on a full and part-time basis. Currently eight staff are employed, of whom seven have relevant Early Years qualifications at level 2 to 4. The setting has links with other early years settings where children also attend and may attend in the future.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The Early Years Foundation Stage is effectively promoted overall, and there are some aspects of the provision that are outstanding. This ensures that children are safe as they investigate a broad range of enjoyable activities that keep them interested. Children make consistently good progress with their learning overall, and some aspects of their progress is excellent. Children's individual needs are considered well, supporting their overall welfare. Partnerships with parents are excellent overall in supporting children's overall well-being. Partnerships with other professionals are good, in supporting children overall. Systems for monitoring the setting ensure effective on-going continuous improvement, and therefore, the outcomes for children are positive.

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

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

- further extend the organisation of the environment to support diversity
- further extend the systems to demonstrate how partnership working with all other provisions works.

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

The setting is managed effectively to keep children safeguarded. For example, all the staff have appropriate criminal record bureau checks and demonstrate a good knowledge with regard to their role in keeping children protected. Children are safe

within the environment, and the security to the setting is maintained well. The documentation and practice to support the effective operation of the provision is good, such as the risk assessments which support children's health and well-being. Systems in place to support children's learning are good overall. The organisation of resources and space is highly effective in supporting children's learning and development. The staff are deployed very well in the provision, keeping children secure and motivated to learn. The staff and management support equality and diversity effectively overall and there are some good examples of how children's individual needs are supported well. However, the organisation of the environment to fully promote and extend children's learning about diversity is not yet maximised.

The setting works highly effectively with parents to support children's well-being and learning. For example, regular and relevant dialogue is shared with regard to the activities children have participated in during the day and how they are progressing. Parents are welcome in the setting at any time, and an effective appointment system is in place so parents can discuss their child's progress, which includes sharing the development profiles. Information regarding the Early Years Foundation Stage and Montessori education is displayed on the noticeboards and on children's files, supporting the children's progress and including parents exceptionally well. The information gathered from parents, as part of the inspection process, is highly positive with regard to the welfare and development of their children while at the setting. The links made with other early years professionals and provisions where children attend and may attend in the future are clearly established, supporting children's transition, learning and welfare well. The provision is starting to develop more detailed systems with regard to demonstrating how partnerships work with all settings, however, these systems are not yet maximised.

The systems in place for monitoring and evaluating the provision are good overall. This ensures that the requirements of the Early Years Foundation Stage are effectively met and that practice is continuously reflected on. This helps the management and staff plan to develop the provision further in the future, to ensure that the children benefit well. Therefore, the outcomes for children are good. There were no formal actions or recommendations raised at the registration visit of the current provider. However, the provision has made some positive improvements. For example, the outdoor area has developed by incorporating further resources and developing a planting area. The amount of time children spend in a large group has been reviewed to ensure children are kept motivated. In addition, since the last visit the provision has continued to ensure that systems to review children's learning and development are consistently reviewed, not only in line with the Montessori education, but in line with the Early Years Foundation Stage requirements. These developments support children effectively overall.

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

This is a fun setting which ensures a broad range of activities are planned for children. This helps children progress across the areas of learning effectively

overall. Their individual progress is consistently good and often excellent in relation to their capabilities and starting points. For example, all children show confidence in their surroundings, make choices and enjoy their time in the setting. Children recognise shapes during enjoying sand play outdoors. They name a square, heart shape and circle easily. Some very young children name more complex shapes, such as an Octagon and Rhombus. Children demonstrate strong skills with regard to solving problems and counting. For example, children can work out how to make a triangle from different beads on a thread with good support by staff. For example, the staff offer guidance to children during the activity and present effective challenges to children's thinking. Children show confidence in using a needle and thread. They are able to calculate by sorting resources in to groups and adding them together. Children demonstrate an excellent understanding of mathematical language in their play. For example, they compare length through activities and frequently use language, such as, longer and shorter and taller and smaller.

Staff have a clear knowledge of how the children learn, taking good account of their individual and spontaneous interests. They do this by enabling children to use their imagination freely, and by ensuring appropriate props are available to support their play. For example, children decide to make a pond outdoors. They place pieces of wood in a suitable shape and collect and pour water into it. They place toy fish and other resources in their pond creation to bring their pond to life. Children are very motivated at this time. This activity enables decision-making and children develop skills for the future effectively. Children have a good balance of indoor and outdoor activities to support their learning and they can choose when to play out. All children are developing their independence skills well as they make successful attempts to pour their own drinks at snack time. They are learning to care for the environment as they sweep up and put toys away. Children respond well to adult's requests and they receive praise from staff for achieving tasks, such as counting and choosing activities. This supports their self-esteem well. Children are learning to stay safe effectively. For example, they can take safe risks, such as exploring a variety of resources in a safe environment. They show great care for resources as they pour drinks into solid glass tumblers at snack time, and they practice the fire evacuation procedure. Children are able to operate equipment, such as a camera, and they use a laptop.

The environment is highly conducive in supporting children's progress towards the early learning goals. For example, resources are easily accessible, of very good quality and arranged so children can freely select them. Children confidently explain how they can choose any of the resources to play with. The systems for observing and assessing children work effectively to support their progression towards the early learning goals. Careful note is taken of individual needs and their progress is tracked using the Montessori framework and the Early Years Foundation Stage framework. Plans are in place to extend children's learning, such as communication, language, concentration and problem-solving skills.

Children are learning about diversity and the wider world well overall. For example, there are resources within in the environment that give positive messages regarding the differences in people, through books and toys, such as dolls. Children celebrate some festivals, such as Saint Patricks Day and the Chinese New

Year. However, although there are images within the environment to support different cultures and lifestyles, this area is not maximised throughout the setting to fully embrace diversity. All the children are welcomed and valued in this setting, demonstrated through taking good account of their individual needs through planning activities and working very closely with the parents.

Children's good health is promoted effectively. For example, the children make healthy choices at snack time from healthy food options, such as apples and bread, or they choose to have both. They drink water or milk. The parents provide their children with packed lunches. Effective hygiene routines are in place for controlling infections, such as wiping down tables, and all areas in the setting, including the bathroom areas are hygienically maintained. Children demonstrate good knowledge of hand-washing routines through practice, and children can explain why they need to wash their hands. Children are active and understand the benefits of physical activity through outdoor and indoor play. For example, children enjoy controlling sit-and-ride toys outdoors and looking after plants they have grown. For example, they water the sunflowers and sweet peas whilst explaining that plants need water and sun to make them grow. In addition, they are also effectively challenged indoors as they practice their tap dancing skills to music.

## 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	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	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	1
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

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