

# Tigglets Montessori Nursery School

Inspection report for early years provision

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**Unique reference number**

151116

**Inspection date**

15/06/2011

**Inspector**

Louise Bonney

**Setting address**

Crondall Scout Centre, Pankridge Street, Farnham, Surrey,  
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**Telephone number**

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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**

Tigglets Montessori Nursery School opened in 2001 and is privately owned. It operates from Crondall Scout Hall and accommodation includes two halls, kitchen and toilets. There is an enclosed outside play area. The nursery serves the local village and surrounding towns.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll, aged from two to four years. Up to 26 children may attend at any one time. The nursery provides free early years education for children aged three and four. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 9.15am until 3.30pm on Monday to Thursday, and until 12.30pm on Friday. For parents who require an earlier start the nursery opens at 8.45am from Tuesday to Thursday. Children attend for a variety of sessions or all day, when they bring a packed lunch.

There are six members of staff who work with the children, all of whom are Montessori qualified (equivalent to a National Vocational Qualification at level 4). The deputy principal is working towards Early Years Professional Status. A peripatetic teacher attends twice a week to teach French. The nursery receives support from the local authority. It follows Montessori principles.

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

Overall the quality of the provision is good.

Staff have excellent understanding of how children learn and provide activities and support that promote children's learning and development exceptionally well. They show a strong capacity to continually develop their provision through reflecting on their strengths and weaknesses and successfully implementing changes that benefit the children. Their strong partnerships with parents and most others supporting the children, such as therapists and nurseries, lead to staff identifying and valuing children's individual needs and backgrounds well overall. Staff implement rigorous risk assessment and recruitment procedures that effectively safeguard the children.

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

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

- value linguistic diversity further by finding out and becoming familiar with key words in children's home languages, such as greetings
- develop effective working relationships with all other providers offering the Early Years Foundation Stage, discussing and sharing information about children's next steps for development to provide continuity and progression.

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

The principal and staff show clear understanding of the welfare, learning and development requirements. They implement a comprehensive range of policies and procedures and required records are maintained. This protects the children's health and safety. Rigorous recruitment procedures are in place and all those working with the children have been appropriately vetted to check they are suitable to work with the children. Staff thoroughly record their risk assessments and provide a safe and secure environment for the children. Each half term the children and staff practise an emergency evacuation, which is fully evaluated to identify any problems. The delegated member of staff responsible for safeguarding has attended advanced training. All staff have good understanding of safeguarding issues and processes and attend regular updating training. This safeguards the children well.

The nursery has a Montessori Accredited Nursery School award, which reflects the drive and ambition of the principal and staff to deliver high quality provision. They show a good capacity for continuous development as they act upon feedback from parents, children, local authority advisors and inspectors. The well-qualified staff team work collaboratively, show enthusiasm for their work and attend regular training to continue their professional development. They use their training to develop the nursery, such as the improvement of the outdoor area with new resources and storage and increasing parents' involvement in their children's learning by introducing half-termly summaries of children's progress. The principal identifies the need to more systematically maintain a development plan, closely involving her deputy who is working towards Early Years Professional Status.

Staff set up the premises daily and organise resources to provide a stimulating environment for the children. Staff are deployed so that children are supported well with a good balance of adult-led and child-initiated activities. They have developed a traffic-light system that allows children to choose when they wish to go outside, and there is free movement between indoor and outdoor areas for much of the time. Resources are easily accessible to all children and use is made of photographic prompts to support children with special educational needs and/or disabilities. Many resources are labelled, but there is no reflection of children's other languages to further value their diverse backgrounds.

Staff establish good partnerships with parents and most others involved with the children. They seek information from parents about children's needs, backgrounds and starting points, in order to provide continuity in their care and learning. Parents are invited to open evenings to discuss the provision and see how activities support children's learning. They contribute to the nursery by coming in to share

their skills and cultures and support development by, for example, helping to raise funds for the garden and painting the new shed. Parents talk to their child's key person at handover times and add their comments to the half-termly progress summaries, contributing to the assessment of children's interests and learning. Staff support children's transition to school or from other nurseries by sharing information. They attend meetings with teachers and special needs coordinators to promote the provision of appropriate support for children with special educational needs and/or disabilities as they start school. However, they do not liaise with childminders in order to further promote continuity in children's learning and care.

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

Staff show excellent understanding of how to support children's learning. They thoroughly observe and assess children's development and identify their next steps using their observation records, Montessori progress charts and by referring to the Early Years Foundation Stage. Children make significant gains in their learning, including those children who are more able or who have special educational needs and/or disabilities, through the systematic progression of their learning and sustained interaction of staff. Staff take swift action when they notice any delays in children's progress so that their needs are fully assessed; they work closely with visiting therapists and parents to ensure activities promote the best possible outcomes. High ratios ensure children receive close support as they play, learn to use Montessori equipment or participate in adult-led activities. Children contribute to the planning as staff note their interests and use these to promote learning, or add their requests for future activities to the plans.

Children develop excellent independence as they initiate their own learning and play and access Montessori resources. They make choices about whether to be involved in adult-led activities as they register their interest with staff on arrival, such as for music time. Staff monitor their involvement in activities to ensure they capture all children's interest over the week. Children show confidence and a love of learning as they independently access the Montessori resources. They reflect on their learning with staff and add special pieces of work to their folders, showing a great sense of achievement. Children show excellent concentration as they become absorbed in their activities, whether building with friends using blocks in the garden or learning the alphabetic code and starting to make short words using their phonic skills supported by an adult. Well-paced music activities led by staff promote creativity and listening skills, as children sing rhymes, use percussion instruments to sound out a beat and play stop-start games. Children often spontaneously sing during their activities, such as when they join a small group sitting in a tractor tyre and enthusiastically sing rhymes together, supported by an adult. Children show high levels of numeracy and literacy, often counting and comparing amounts and shapes and writing for various purposes. Staff always encourage children to solve problems for themselves, extending their thinking skills by asking open questions that require thoughtful answers. Staff take full advantage of unexpected opportunities and children show great curiosity as they watch how their tadpoles develop and later notice a dragon-fly larvae eating them.

Relationships are very strong and interactions between the staff and children are very positive, with younger children having close bonds with their key person that greatly help them as they develop self-confidence. Children use technology such as the computer, programmable toys or as they turn off the lights during a moment of group relaxation and reflection. Children demonstrate positive attitudes towards their similarities and differences and bilingual staff support most children who have English as an additional language very well. Parents attend sessions to share their language and culture with the children. However, labels do not reflect children's other languages and staff do not always find out and use key words, such as greetings, to further value linguistic diversity.

Children show they are developing very good understanding of how to keep safe and develop healthy lifestyles. They know to dress appropriately for the weather and put on waterproofs provided by the nursery for outdoor play when it rains. They wash their hands at appropriate times without any prompting, sometimes help prepare the fruit for snack time and wash up their used cups. Children demonstrate particularly high levels of self-control and behaviour. They remember to use 'indoor feet' to walk indoors and take care of their environment as they put away their resources when finished with. Children are confident and show a strong sense of security as they share concerns with staff, such as their baby pulling their hair at home, and staff help them consider ways of resolving their problems. They demonstrate excellent awareness of risk and control as they carry glasses and china on small trays. They build with blocks and planks, carefully testing whether they are stable before climbing on them. They work together as they consider how high they can stack blocks on the back of a tricycle and how fast to pedal so they stay in place. They test their physical skills as they run around the top of large tractor tyres or as staff help them organise races, moving in different ways.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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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