

Rottingdean Montessori Nursery School

Inspection report for early years provision

Unique reference number

130764

Inspection date

18/07/2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rottingdean Montessori Nursery School registered in 1993. It operates from the village hall in Rottingdean. The group opens five days a week during school term times only. Sessions are from 9am to 12.55pm. There is a small secure enclosed outdoor play area.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged under eight years may attend at any one time; of these no more than three may be aged under three years at any one time. There is no provision for children aged under two years. There are currently 20 children on roll in the early years age range who attend a variety of different sessions. The provision provides funded early education for three- and four-year olds. The provision is also able to offer before and after school care to older children. The setting supports children with special educational needs and/or disabilities and also currently supports a number of children who speak English as an additional language.

The setting employs two members of staff; both hold appropriate early years qualifications. The setting uses Montessori teaching methods.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear very settled, happy and have a lovely time in the warm, caring and friendly atmosphere. They make good progress in their learning due to the well organised learning environment, challenging resources, effective planning and skilled interaction by staff. Overall, effective links with parents help promote children's care and education well. Children's safety, welfare and emotional well-being are promoted well and their individual needs routinely met. The setting shows a strong commitment to continually improving outcomes for children through ongoing evaluation, planning for improvement and accessing further training for staff.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to be involved in, and contribute to, children's learning and development, and to the assessment process.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their role in safeguarding the children in their care. They have a good awareness of possible signs of abuse and neglect, and they understand their responsibility to report any concerns they have about the welfare of a child in their care. The setting is kept safe and secure for children, and staff are generally deployed effectively to meet children's needs. Robust recruitment procedures help ensure all staff are suitable to work with children. All the required documentation is in place and is well maintained. Effective risk assessments and daily safety checks enable hazards to be successfully identified and minimised so that children can move and play freely without coming to any harm. There is a very wide range of toys and resources and these are kept in a safe and clean condition and used well by staff to support children's learning and development.

Overall, the sessions are well organised so that children are suitably occupied and happily engaged in play. However, towards the end of the session the organisation is slightly less effective as there are fewer activities available for children to enjoy and there is less adult interaction.

Staff form good partnerships with parents and other carers. They obtain all the necessary information about each child so that the appropriate care and support is given to meet their individual needs. Staff take positive steps to provide an inclusive environment for all. Children who speak an additional home language are given the extra support they need to help them settle and develop their communication skills. Staff establish very good partnerships with outside agencies and support workers that help promote children's individual achievement and well-being. Staff ensure that all home backgrounds and languages are valued and represented in the setting. All children learn to value and respect the diversity of people within the community through the everyday use of appropriate toys and resources, activities that celebrate difference and the positive attitude of staff.

Parents express their satisfaction with the 'calm learning environment' provided at the setting and the positive ways in which staff prepare children for school. Parents are kept well informed about their child's welfare through daily verbal feedback. They have some opportunities to find out about their child's achievements through largely informal channels of communication. The setting has not fully developed ways in which parents can contribute their own observations to the assessment process and be involved in children's learning.

The manager shows a realistic awareness of the setting's strengths and weaknesses. She makes good use of support workers to help evaluate and improve her childcare provision. Since the last inspection, she has improved opportunities for children to use technology. She has also established much more effective ways of using the assessment records to show how well each child is achieving in the six areas of learning. The small staff team work well together and show a commitment to improving their knowledge, skills and practices in order to benefit children and

help them continue to achieve.

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

Children eagerly arrive at the setting and quickly change their shoes so they can go and play. They show a strong sense of security and belonging in the setting. They develop high levels of independence as they help themselves to toys and resources from the easily accessible low storage units. They settle down with their friends at their favourite activities and soon become absorbed in their play. Staff interact effectively with the children to support and extend their play. Children are suitably challenged as staff use their observations and ongoing assessment of each child well to provide activities that meet their needs and help them develop further.

Children make very good progress in the skills they need for their transition to school. They learn to problem solve as they explore the different resources and join the train track together. Children speak confidently about their experiences and communicate effectively with staff and with other children. They build strong friendships with other children and play well together. Children readily share resources and take turns at activities. They show care and concern for others and take responsibility for their actions. They enthusiastically join in with the group activities such as action songs and movement activities. Overall, the children are learning good 'getting along' skills and these will support their future learning well.

Children move safely around the setting and learn to use the different equipment in a safe way. They enjoy the mark making activities and hold the tools well as they create detailed pictures. They confidently write their names on their pictures. They learn the link between sounds and letters as they use the sandpaper letters and find the letters in their name. Children count and use mathematical language correctly as they play and explore. They have fun exploring their world as they play with the magnetic pebbles and make them move across the table. Other children are fascinated as they watch what happens. Children thoroughly enjoy the role-play activities as they create 'camps' and dress up. They use their imagination really well to create different scenarios, particularly when using the Montessori materials. They spend a long time creating a tea party, setting out the places and polishing the objects to use for the party. Others like to play matching games using the laptop and show good coordination and control as they use the mouse.

Children show a good awareness of healthy lifestyles. They take part in a variety of outdoor activities where they have fun playing with hoops, balls, bean bags and develop their physical skills in the fresh air. They adopt good personal hygiene procedures as they go independently to the toilet and wash their hands after the toilet or before eating. Children understand the importance of healthy eating through appropriate topics and well-planned activities. They regularly help to make healthy lunches such as pizzas, pasta, bread and fruit salads. They enjoy healthy snacks and have easy access to drinking water when they get thirsty. Children understand the importance of cleanliness as they clear up after themselves and

wash their cups after they have their snack.

Overall, the children are cared for in a happy, well organised environment by skilled and caring staff who strive to help each child learn and have fun.

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

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|--|---|
| 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

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|--|---|
| 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 | 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 | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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| 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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