

# Tudor House Montessori Nursery

Inspection report for early years provision

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**Unique reference number** EY241503  
**Inspection date** 28/06/2011  
**Inspector** Jacqueline Walter

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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

Tudor House Montessori Nursery was registered in 2002. It is privately owned and one of six provisions owned by the Registered Person. It operates from several rooms which are part of a Tudor House in Burgess Hill, West Sussex. The nursery is open each weekday from 7.30am to 6pm.

The nursery is registered on the Early Years register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 41 children aged under eight may attend the nursery at any one time; of these no more than 41 may be in the early years age range. There are currently 91 children aged from birth to five years on roll who attend a variety of sessions. The setting is in receipt of free educational funding for three and four year olds. The setting supports children with disabilities or special needs, and also children who speak English as an additional language.

The provision employs 19 members of staff most of whom, including the manager, either hold appropriate early years qualifications or are working towards one. One member of staff is a qualified Montessori teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff display an in-depth knowledge of each child's needs. Their inspirational interaction and an exceptionally effectively organised, highly stimulating learning environment ensure that they are extremely successfully in promoting all aspects of children's learning and welfare. A rigorously detailed planning and assessment system, which provides rich and varied experiences and fully acknowledges children's interests and individual learning needs is used extremely effectively to guide planning. As a result, children make excellent and consistent progress. They are enjoying learning in a safe and secure environment where their individuality is celebrated. The partnerships with parents, and other agencies involved with children, are highly effective ensuring individual needs are fully met. A very strong commitment to self-evaluation, which is rigorous and monitored by the manager and staff team, ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains very effective continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- improve systems to further develop staff knowledge and understanding of

promoting and supporting children who speak English as an additional language.

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

Children are safeguarded extremely well at the nursery. The staff have an excellent understanding of child protection and safeguarding issues and are very aware of the procedures to follow should they have a concern about the welfare of a child in their care. Vetting and recruitment procedures are extremely robust, with highly organised staff files which include criminal record information, details of previous employment and copies of training and qualification certificates. A good induction process results in staff having comprehensive knowledge and being fully aware of their responsibilities, which in turn keeps children well protected. In addition to this, the effectiveness with which the setting deploys resources is outstanding. The available space is very effectively organised and extremely child friendly, stimulating, bright and welcoming. Children are able to direct their own play and move between rooms and the outside area accessing toys and resources independently from a range of attractive low-level drawers and cupboards.

Children with special educational needs and/or disabilities are identified and supported extremely well. Staff strive to ensure that children who speak English as a second language are integrated very well overall, and that they and their families are given appropriate support. Staff have effective working relationships with other agencies involved in the children's care. For example, they work effectively with agencies, seeking advice and guidance to support children's individual needs. Other professionals, such as teachers and children from smaller playgroups are also welcomed into the setting to help promote continuity and ease children's transition.

Staff work extremely effectively with parents. A wealth of information is shared effectively with them via notice boards, welcome packs, a formal prospectus and a recently set up website. Regular, effective systems are in place to inform the parents of their children's progress and this allows them to be fully involved in their child's learning. For example, daily feedback sheets are completed, regular meetings are held to discuss children's achievements, and every month the children's next steps in learning are shared, giving parents regular opportunities to identify how they will support their child's learning at home. Parents with special expertise and skills are utilised well and all parents are effectively involved in decision making through the use of parent questionnaires.

Staff implement some excellent methods to improve the quality of the provision. They have attended both in-house and outside additional training opportunities, such as Sign Language, Health and Safety and Manual Handling courses. Leaders communicate ambition and drive and secure improvement highly effectively. For example, staff are encouraged and supported in obtaining further qualifications and those with added responsibilities, such as the Special Educational Needs Co-ordinator, are given time out from normal duties to deal with their additional responsibilities. This shows an outstanding commitment to staff professional

development. Staff are encouraged to participate take ownership of some of the policies and procedures. For example they are actively revising the staff regulations policy.

A very strong commitment to self-evaluation and rigorous ongoing analysis of strengths and weaknesses, through the use of Ofsted's self evaluation form, the Early Childhood Environment Rating Scale and the Local Authorities Quality Assurance Scheme, result in actions being taken that are well targeted and sustain improvements in identified areas. For example, the further promotion of children's independence and choice has been successfully developed through the reorganisation of a rolling programme at breakfast time. Children's physical development has been further promoted through accessing a Local Authority grant and obtaining large equipment promoting balancing and climbing skills.

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

Staff provide an extremely welcoming, very child friendly, environment where an extensive range of good quality equipment and activities effectively challenges children of various ages and abilities. Babies are enthralled and fully enjoy small group activities, such as exploring the properties of shaving foam and glitter. The children gain an excellent knowledge and understanding of the world around them through stimulating experiences, such as making, observing and discussing a Wormery and growing their own fruit and vegetables. They are also able to develop excellent skills in problem solving, reasoning and numeracy through activities such as observing a nearby building being renovated, and using a very good range of building resources set out in an outside role play construction site.

Staff are highly skilled and have flair in extending children's learning. They use spontaneous opportunities extremely well. For example, when a thunder storm occurs they take the opportunity to discuss the storm and what is happening, providing individual comfort for children who are nervous and encouraging the more confident children to observe, discuss and record through drawing what they see and hear. Children show high levels of independence, curiosity and imagination in their play. For instance, they independently gather equipment from the outside area, such as twigs, stones and bark chippings to create 'bonfires' as part of their role play. They respond eagerly to challenges and excitedly give suggestions to each other.

Staff know the children extremely well. They effectively use information from observation and assessment to ensure that children achieve as much as they can. For example, they gather detailed information from parents in booklets and informal conversations to ascertain children's starting points. They regularly share information obtained from rigorous observations in all areas of learning, as well as information on children's interests, obtained from both conversations with children and their observations of what children are doing and are interested in at the nursery. This is then used to inform planning. Children use language for an extensive range of purposes. For example, young children are describe the

features of their work. More able children can write their name. Adults teaching is rooted in expert knowledge of learning and development and a full understanding of how children learn. The staff are motivated and interact sensitively in children's play; effectively using both large and small groups to promote children's learning. In addition to this, lots of cuddles and one to one time is given with younger children and babies.

All positive steps are taken by staff to safeguard children. For example, records of visitors are held and external doors are kept locked at all times. In addition to annual risk assessments being conducted, daily safety checks are completed and evacuation drills are regularly practiced and recorded. Children demonstrate a strong sense of belonging and security within the setting. They have very good opportunities to develop an understanding of keeping themselves safe through invited visitors to the setting, such as fire fighters from the local Fire Authority. The older children are confident in knowing how to keep themselves safe when crossing the road, they know what to do when the fire alarm is activated and consistently follow, and know why they follow, the safety routines of the setting.

There is a high emphasis on healthy lifestyles. For example, visitors and children are asked to use hand gel when entering the setting and to remove shoes when entering the baby room. Children thoroughly enjoying regular physical activities, such as a 'sports days' and dance and movement sessions with ribbons. They enjoy engaging in project work, drawing and painting pictures of healthy food. They have opportunities to sample unfamiliar foods and they are confident in knowing that vegetables and fruit are healthy, and that exercise helps them grow strong.

The nursery is committed to promoting a positive image of the diversity of people within the local community and the wider world. There is an excellent range of resources such as books, puzzles and role play costumes that illustrate gender, age, disability and cultural difference to the children. Art and craft activities are devised around appropriate cultural events and festivals such as Easter and Diwali, and these are displayed around the nursery. The children make harvest baskets for older people within the community and get involved in charitable fundraising activities that increase their awareness of caring for others.

Staff are highly skilled in their management of children and their behaviour. They are extremely good adult role models and implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they encourage collaborative working and activities that promote caring for others. As a result, children's behaviour is exemplary and some are being to show a mature response to taking responsibility. For example, they notice when other children are not being polite and confidently explain what they have been told is the correct behaviour.

Overall, this is an exceptionally well run nursery with staff who are motivated and enthusiastic, and committed to ensuring the best possible outcomes for every child in their care.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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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	1
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

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