

Townsend Montessori Nursery Faversham

Inspection report for early years provision

Unique reference number	EY425824
Inspection date	07/09/2011
Inspector	Beryl Witheridge
Setting address	2B Euro Centre, Whitstable Road, Faversham, Kent, ME13 8ED
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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

Townsend Montessori Nursery Faversham opened in 2011 and is one of a group of six nurseries. It operates from three rooms in a purpose built building. It is situated in the town of Faversham, Kent. A maximum of 95 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 80 children aged from 3 months to under five years on roll. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a wide/ local catchment area. The nursery supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs seven staff. All of the staff, including the manager hold appropriate early years qualifications. There are two staff working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in its self-evaluation processes, ensuring continuous and wide-ranging improvements in outcomes for children. The Early Years Foundation Stage and Montessori principles are at the core of the management structure which results in all children being respected and valued as individuals. Positive, committed relationships between staff, children and parents develop within an exciting and enabling environment. Links with other provisions which children may attend are not yet fully established. Comprehensive recording systems build and track children's progress and these ensure development, at the child's own pace, towards the early learning goals. Consistent, caring routines follow individual needs to ensure the safety and well-being of all children.

What steps need to be taken to improve provision further?

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

- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Clear and accurate records are maintained, safety policies are highly effective and staff know what to record and who to report to should they have any child protection concerns. The area manager has attended the higher level of training reflecting current Local Safeguarding Children Board procedures and similar training is planned for the nursery manager. Staff are quizzed by management to ensure they know the correct procedures to follow should they have a concern. Children take part in regular fire drills so that they are learning how to protect themselves in an emergency. A record of the practises is maintained. Children are taught how to walk safely when they are going on trips to the library or the local recreation ground. Risk assessments are thorough, dated, identify hazards and indicate actions taken to minimise risk. These include preparation for regular and occasional outings.

The resources for the children are all freely accessible. They are stored in child height cupboards which are clearly labelled, allowing children to make decisions about what they want to play with which develops their independence. Their work is proudly displayed around the walls which encourages their self-worth and confidence in their achievements.

Senior managers and all members of staff are fully included in the drive for improvement. There are clear priorities and plans for the future. Ongoing investment and staff's monthly room observations means that resources are well organised and children enjoy a stimulating and motivating learning environment. Ongoing training fully supports staff in their professional roles, so that children's welfare, learning and development needs are effectively met. A meticulous and wide ranging self-evaluation system is deeply embedded in the ethos and aims of the nursery. Staff, parents and children are all included in the self-evaluation of the nursery. This allows the nursery to ensure best practise with a climate of self-motivation and mutual commitment. Priorities for development are identified and action plans put in place with achievable time frames. The policies and procedures are extensive; they are the same for all nurseries within the group but reflect the needs of the individual nursery, its premises, the area and the children attending. They are efficiently applied by knowledgeable, confident, staff.

Equality and diversity are a fundamental part of the care and learning. Positive images throughout the nursery and the resources encourage the children's interest in the wider world. They are able to learn about the similarities and differences between them and each other. Clear and flexible assessment of the individual needs of each child are carried out. These highlight their starting points, their next steps and clearly show the progress and development of each child through all six areas of learning within the Early Years Foundation Stage. Each child's Unique Story is available at all times to be shared with parents.

The links with the local community are becoming established. The owner is setting up an apprentice scheme for local young people who are interested in childcare.

Health workers and specialists such as speech and language professionals share their expertise with staff. However the links with other nurseries or pre-schools, which some children may also attend, are not yet in place. The partnership with parents and carers is outstanding, extensive and fruitful. Parents are given a parent pack and a child pack when they first start. This provides them with all the information they require about the nursery including some of the written policies. Monthly newsletters, notice boards, and displays in the entrance inform parents of their child's daily experience. Daily contact books for younger children keep parents informed of their day. The Unique Story and learning records are clearly and simply presented, providing parents with their children's individual achievement and progress. Parents are extremely happy with the care and learning opportunities their children are receiving. They describe the staff as open, welcoming and professional.

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

Children show they feel safe. They are happy, settled and secure because staff provide close care and are very attentive to their needs. Staff sit with children, providing cuddles and conversation so that children feel confident to practise and acquire new language skills. Children's individual needs and interests are closely followed and information from observation and assessment is used very effectively when planning activities tailored to meet their interests and specific needs. Starting points are clearly recorded ensuring there are no gaps in children's development. The planning is excellently laid out; it is clear to follow and highlights the individual learning needs for all children. The garden is laid out to delight and entice children to test their own capabilities; to experience a range of textures and colours; to stimulate their interest in a healthy lifestyle and to learn about caring for other living creatures such as their pet rabbit.

Babies and toddlers enjoy the security of familiar faces and routines. They show they feel safe with known adults nearby. Babies eagerly climb onto the lap of a staff member to share their toys or a book. Children have access to simple programmable toys such as cameras, radios and musical instruments. Children in the pre-school room use the Montessori equipment with interest and enthusiasm. They are incredibly confident when they are putting the mathematical shapes together. They know the names of the shapes. They can count unaided as they are putting the pieces together. Children's imaginative play is very well supported; they build the railway track with confidence then enjoy taking the train on a journey, talking about all the places they are visiting. Two children are painting a picture together; they paint the paper, the easel, their aprons and the sand tray. They are talking to each other about what they are doing and are laughing with delight at their creation. Planned and free-flow outside play encourages a healthy lifestyle so that children can challenge themselves on the bikes, climbing the steps to the slide or playing chase with each other. Children love looking at books and listening to stories, they are exceptionally good at predicting the story and repeating the refrains. They have regular visits to the local library where they are able to choose their own books. They also use these visits to obtain factual books

such as books on different types of flight after one child showed a clear interest. This then became a topic for all children to take part in if they wanted to.

Children enjoy making a positive contribution to the routine of the day. They tidy away equipment, the older children prepare their own food for snack time. Children socialise as they enjoy healthy, nutritious meals and are encouraged to eat fresh fruit and vegetables. They follow positive hygiene routines and understand the necessity of washing their hands and cleaning their teeth.

Children learn to be patient, to focus and to take turns with resources. They learn additional words and language skills as they listen to what others say with support from staff who speak calmly and provide time for each child to express themselves. Children take account of each others feelings and were noted to comfort each other if they were upset. The whole nursery has a feeling of calm about it. The staff work very closely together. They provide positive role models for the children. Children learn to look for attention in a positive way as staff praise them for their good work, their caring and their contributions to the activities.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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