

# Fairfield Montessori School

Inspection report for early years provision

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**Unique reference number** EY423868  
**Inspection date** 15/09/2011  
**Inspector** Elaine Douglas

**Setting address** Fairfield Montessori School, 76 Benedict Street,  
GLASTONBURY, Somerset, BA6 9EY

**Telephone number** 01458834294

**Email**

**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**

Fairfield Montessori Nursery is privately owned. It re-registered to the current owner in 2011 and operates from a converted house. Children have access to three main playrooms, a sleep room, messy room and toilet facilities. They share access to a secure enclosed outdoor play area. It is situated in the rural town of Glastonbury. The nursery is open each weekday from 8am to 6pm all year and on Saturday according to demand.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 35 children may attend the nursery at any one time. The nursery currently supports children who speak English as an additional language. There are 16 members of staff, 10 of whom hold a level 3 early years qualification and three hold a level 2. Four staff are working towards a level 3 qualification. One member of staff holds a Montessori Diploma. The nursery follows the Montessori approach and is in receipt of funding for three and four-year-old children. The staff are supported by a part-time administrator and cleaner.

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

Overall the quality of the provision is good.

Staff have a good awareness of the Early Years Foundation Stage and how to promote children's development through play. Consequently, children make good progress in their learning and development overall. Most procedures help to ensure children are generally happy and settled. Children remain safe and secure at the setting. Good partnerships with parents, and others supporting care, help to ensure children's individual needs are met and those with additional needs receive equal opportunities. A range of good systems of self-evaluation help to identify areas for development and ensure continuous improvements.

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

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

- review the organisation of mealtimes to provide an environment which is comforting and reassuring for the youngest children to enhance their personal, social and emotional development.

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

Children are safeguarded through good procedures. Good security helps protect children from strangers and identification is checked. Mobile phones are not used

at the setting. Many staff hold a current first aid qualification and a check list is used to keep the contents of the first aid box well stocked. Good risk assessments are carried out throughout the setting. Babies eat, sleep and play safely through appropriate equipment being used to protect them. For example, a baby monitor and regular visual checks help to keep them safe. Relevant checks are carried out on staff and students, and all staff attend appropriate training to support them in carrying out their roles. All staff receive child protection training and are clear about the procedures to follow in the event of a concern. All required documentation is in place and available for inspection.

Very good use is made of the local environment to enhance children's learning by providing real experiences. For example, children go to the market to purchase fruit for their snack. This develops their awareness of healthy eating and is extended to help them know where the produce has come from. A four seated buggy has been purchased to enable younger children to safely benefit from outings. Staff are extremely well deployed and work well as a team. Good communication ensures children are well supervised and receive good interaction. Many resources have been recently purchased and are of good quality. The equality officer ensures resources reflect children's backgrounds and promote diversity.

Parents receive good information on the provision and their child's development. Parents' reviews are held twice a year and their ongoing contributions are included in their child's assessments. Daily written information is provided for parents of the youngest children and verbal exchanges keep most parents well informed. Good information is requested from parents in order for staff to meet each child's individual needs and ensure equal opportunities. They find out about any special needs or involvement of outside agencies to establish liaisons and put appropriate procedures in place. Children who speak English as an additional language are well supported. Somerset Total Communication, a form of sign language using visual aids, is used throughout the nursery to support all abilities. Communication with other providers sharing care of children is via telephone to provide consistent care and learning.

The good use of self-evaluation systems means that effective actions are planned for continuous development. For example, the garden has been developed to provide a learning environment which promotes all areas of development. The premises have been decorated and new flooring installed. Plans are in place to extend the provision and organise the premises in a way that further meets the needs of children. Regular senior and whole staff meetings are used to discuss practice and quality improvement frameworks help staff to focus on areas for development, including parents' views.

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

Staff provide good interaction, demonstrating how to use equipment and giving children time to try new skills. They encourage children to engage in conversations

and consequently most children are good communicators. Staff ask good open-ended questions to encourage children to solve problems and communicate their understanding. Assessments now include children's interests which are used to plan appropriate activities, which motivate children to learn. For example, following on from children's interest in wet sand, corn flour is used for children to explore its' texture and describe how it moves using their hands or a spoon. Photographs make the assessments personal and written observations are linked to the early learning goals to track children's progress.

Children are confident, settled and generally happy at the setting. However, the organisation of mealtimes for the youngest children sometimes takes too long which means some get frustrated. Each key person builds strong bonds with children which helps them to feel secure. Children develop a strong sense of belonging as they are involved in making some decisions and enjoy seeing their pictures displayed. They make photographic albums of the things they enjoy doing and their friends, using a digital camera. Children learn from each other, such as how to spin a hoop around their tummy.

Children have daily opportunities to use the garden and regularly go on local trips. They play in a clean environment and develop good healthy practices. They wash their hands before eating and use wipes after stroking the guinea pig. Care of teeth is encouraged. Children take part in whole group physical activities, using their imagination to move like a snapping crocodile or a racing car. Children develop a good awareness of safe practices. For example, they regularly practise the emergency evacuation procedures and a trip to the fire station further promotes their awareness of fire safety. Regular outings promote children's awareness of road safety. Older and more able children are effectively taught to manage their own behaviour and to take appropriate risks, such as climbing the low branches of a tree. They talk about wearing seat belts during their games and know why it is important.

Children develop good skills for the future. They all have good access to books and resources which enable them to be independent learners. They initiate their own games and play harmoniously, while also being able to play independently without interruption. For example, one toddler spends time taking a ball in and out of a toy buggy, then manoeuvring around obstacles. They kick and retrieve the ball before trying again with a wheelbarrow. Children share and are kind. They help take care of the environment and raise money for those in need. This also promotes a positive awareness of people's differences.

## 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	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	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**

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

Met