

Springfield Lodge Montessori Day Nursery

Inspection report for early years provision

Unique reference number	205547
Inspection date	06/05/2011
Inspector	Kathryn Clayton
Setting address	Springfield Park, Springfield Road, Grimsby, North East Lincolnshire, DN33 3LE
Telephone number	01472 874583
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Springfield Lodge Montessori Day Nursery opened in 1987 and is one of 14 nurseries owned by the company, 'For Under 5's Ltd'. It is located in a residential area of Grimsby and serves children and families from Grimsby and the surrounding area. The nursery operates from a detached two storey building. The nursery is registered to care for 77 children and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 111 children on roll who attend for a variety of sessions. Children attend who receive nursery education funding. The setting currently supports children with special educational needs and/or disabilities. The nursery opens on Monday to Friday, all year round, except for public holidays. Times of opening are from 7.30am to 6pm. The nursery employs 27 staff, 26 of whom have appropriate childcare qualifications. The manager is working towards a degree.

The nursery follows the Montessori teaching philosophy. The company have achieved the Investors in People award and the local authority Effective Quality Improvement Pathway to Level 2 and are working toward Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a highly effective setting which successfully meets the individual needs of all children and helps them to make very good progress in their development and learning. Excellent safeguarding procedures are followed which effectively protects the welfare of all children. Evaluation of the provision involves all interested parties and leads to excellent continual improvements being made which benefit children. Very strong partnerships with parents are developed and the nursery work successfully with other agencies and providers.

What steps need to be taken to improve provision further?

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

- developing further the outdoor area to further enhance children's enjoyment and learning opportunities.

The effectiveness of leadership and management of the early years provision

The organisation of the nursery is excellent and is supported by a wide range of comprehensive policies and procedures. On-going staff development is a priority especially ensuring knowledge on safeguarding procedures are kept up-to-date for

all staff. Very good security procedures, thorough risk assessments and very carefully monitored legally required documentation, such as the records of accidents help to identify any risks to children's safety, which management and staff quickly address. Management, staff, parents and children are all involved in the very effective on-going evaluation of the nursery provision. The views of staff are gained at meetings, through discussion or confidentially in writing. A questionnaire is sent out to parents, activities undertaken are evaluated to see how they may be improved or extended and children's own ideas and interests are an integral part of the planning process. These measures all lead to excellent on-going improvements being made. Some of these include the very successful implementation of the 'Every Child a Talker' programme across the nursery, and achieving Level 1 and 2 of the local authority 'Effective Quality Improvement Pathway' scheme.

The nursery space is well used during the day with most children having free-flow access to an outdoor area. All children enjoy outdoor play and access to a range of interesting activities which promote the Early Years Foundation Stage well, although some parts of the outdoor areas are not developed to their full potential. Management and staff are very vigilant with regard to meeting children's individual needs. For example, by working closely with parents very detailed information is kept and implemented regarding children's dietary requirements which protects their good health. All children learn Makaton sign language and staff have carefully considered how best to promote their learning. Children practise a 'sign of the week' and both parents and children can see a book of photographs of individual staff making signs, which helps them to become more familiar with them. Good quality images, signs and resources are available which reflect diversity in a very positive manner. Close attention to children's progress through the very effective tracking systems and observations of children means that any problems are identified at an early stage and very effective strategies quickly implemented to help children.

The nursery develop highly positive relationships with parents and make sure they are kept very well informed and are involved in their child's learning. There is a wealth of displayed and written information for parents around the setting. Parents are invited to look around the nursery and given clear information about all aspects of care and learning. The nursery have implemented a lending library which encourages parents to borrow good quality books and activities to use with their children at home. Parents are regularly asked to contribute their own ideas about what activities they would like their child to have access to and also give information about what they like to do at home. By sending home the nursery teddy bear, Oscar, parents can be part of their child's learning by writing together about the bear's weekend at home. Staff work through the children's individual plans with parents; they devise and agree targets and so work very well together to benefit the children. The nursery work very closely with the local authority and have assisted them, for example, with the collection of data or in giving a presentation to other providers. The setting work to keep other providers well informed about children's achievements. Information is passed on to local schools regarding activities children are involved in and any targets set.

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

Children are very secure, happy and active learners who make significant gains in their learning and development. The system for planning, assessing and tracking children's achievements is highly effective and enables staff, with input from parents and children, to plan for and achieve very good progress in children. The balance of indoor and outdoor play, adult led and child initiated, one to one and group work is well managed and targeted according to the children's stage of development very successfully. Children show real enthusiasm for outdoor play and are very active on a range of climbing and wheeled toys, they pedal, run and climb with gusto. Hygiene routines are good and promote children's good health, for example using anti-bacterial gel before eating snack. Children enjoy meals and snacks which are balanced and wholesome including items such as fruit, chicken, beans and potatoes and jelly and ice-cream. There are many mirrors in the nursery giving children a sense of belonging and behaviour is good. Children enjoy excellent opportunities to make choices in play and are becoming increasingly independent.

Older children are confident speakers and respond very well to instructions. All children follow the 'Every Child a Talker' Programme, including babies who have, through good use of their tongues and mouths prompted by an interesting story, improved their language development. Language is very successfully encouraged through the use of role play. Staff regularly change the role play areas for young children, which helps to keep their interest and increases their use of language during play. Older children work well as a group as they learn about number recognition and values and are sufficiently confident and knowledgeable to question staff for clarification about the number game they are involved in. Teaching strategies, including the appropriate timing of group work are thorough and help to successfully extend and consolidate children's knowledge. Children show very good skills with the use of technological equipment. They work well together and show kindness towards each other, for example, when they confidently build a space rocket.

Very good opportunities are facilitated by staff to encourage all children to explore their senses and to promote their investigation skills. Younger children enjoy experiencing a rainy day outdoors and all children play with a wide range of media and materials. Children are fascinated when watching large ice balls melt to discover their toy dinosaurs in the middle. Children have very good opportunities to plant, nurture and harvest foods and so gain first hand experience of where food comes from. Walks in the locality, visits from fire fighters and the police, with hands-on experiences for children, such as using a fire hose, all help to ensure children enjoy very good engagement with their local community. The celebration of relevant festivals and activities such as tasting fruit from around the world help to develop children's understanding of diversity in a meaningful way. By introducing children to measured risks staff help to raise children's awareness of how to manage their own safe boundaries. One of the activities undertaken under supervision is to teach children how to use tools correctly, for example, a hammer and screwdriver. Children have also learnt about road safety issues on the very

quiet roads near to the nursery.

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	2
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
------------------------------------------------------------------	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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