

Frogmore Montessori Nursery

Inspection report for early years provision

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Inspector Anne-Marie Moyse

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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

Frogmore Montessori Nursery School opened in 1991. It operates from a large detached house in a residential area of Plymouth. There is a large secluded garden and outdoor play area at the rear of the property. The nursery serves the local area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The nursery can care for up to 38 children aged under eight years, of whom all may be in the early years age range. There are currently 52 children on roll, aged from under one year to under eight years. The setting receives nursery education funding for three and four year olds. Children attend a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery opens five days a week all year round, except for a week at Christmas. Core hours are from 8am until 5.45pm, with additional care offered between 7.30am until 8am and from 5.45pm until 6.15pm. Holiday and out of school care is offered to children who have attended the nursery and siblings up to the age of eight years.

The nursery is privately owned and is one of two operated by the proprietors. One of the proprietors manages the nursery and is supported by 10 members of staff. All staff hold a relevant childcare qualification, with three staff who hold degree level qualifications. The Owner is an Early Years Professional and one other member of staff has recently undertaken her assessment for Early Years Professional status. Three staff are also Montessori qualified practitioners.

The nursery receives support from the Local Authority. It follows Montessori teaching methods and is a member of the Montessori Schools Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, secure and make close relationships with all the staff at the setting. Well-developed and highly positive partnerships with parents and others contribute to staff knowing and respecting each child's needs effectively. Overall, children are making good progress in their learning and development. The nursery is a very spacious, fresh, stimulating and enabling environment where children's independence is fostered very well. The nursery is ambitiously managed with detailed processes in place to successfully identify areas for sustained development which improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the observation and assessment systems to make a clearer link between the current achievement of the child and how their next steps can be best supported to challenge every child across all areas of learning and share this with parents

The effectiveness of leadership and management of the early years provision

Health and safety are given a high priority and clear systems are in place regarding safeguarding. All staff undergo rigorous checks to ensure they are, and remain, suitable to work with children. They understand their roles and responsibilities in following the thorough policies and procedures that underpin robust safeguarding practices at the nursery. Staff are deployed effectively to ensure that children are offered consistent care and secure bonds are developed. Ongoing professional development and regular training is accessed to support staff in further developing their knowledge and skills in child development and safeguarding. As a result, staff are confident in supporting children's needs and knowing what to do if they have any concerns over their welfare.

The nursery is well organised, and makes good use of the spacious accommodation available. Designated rooms for the various age groups are very well resourced and maintained to a high standard providing children with a clean, comfortable and safe learning environment. Daily safety checks, which involve the children, are completed to ensure that most hazards are removed and children can play safely. High quality resources, which reflect all areas of learning and also the Montessori approach to learning, are easily accessible to the children promoting their independence and understanding of diversity in the wider world. The routines of the nursery support the babies and children's access to the stimulating outdoor area at designated times. Parents are asked to provide children with appropriate wet weather clothing so they can go outside regardless of the weather conditions to support their good health. When staffing arrangements permit children are able for decide for themselves when they want to play and learn outside in the separate areas. The development of a wild wood and pond area contributes to children's understanding of the natural environment and how to identify and manage some of their own risks. Good provision is in place to support children's need to rest and sleep according to their natural, personal rhythms and development needs.

Children's needs and routines are well known by the staff through the close and strong relationships formed with parents. Parents are very complimentary about the nursery and comment how well and quickly their children settle and are excited to attend. They particularly comment on the regular use of the garden area and how friendly the staff team are. Plenty of useful information is easily accessible to the parents with a comprehensive welcome pack and ample notices on display to keep parents informed, as well as daily verbal and written communication systems in place for the youngest children. Social events are organised to encourage parents to feel more involved with the nursery. Staff have a very good awareness

of supporting children's individual needs and work very closely with other professionals and parents to ensure that every child receives the care they require. Systems are in place for observation and assessment of children's progress, and information gathered is used to plan for their next steps in their learning. Each child's learning is attractively documented in files which contain samples of work, photographs and observations which are shared with parents, who are invited to make comment and contribute to this process. Currently, documentation does not clearly show how each child will be challenged appropriately across all the areas of learning or monitors how well they are progressing in each development area. The nursery also maintains a record of children's progress according to the Montessori Learning Programme, which are filed separately from the learning journals.

The nursery management is enthusiastic in driving improvements, and communicates this to the staff, encouraging high quality provision for children. The setting identifies areas for development well and implements them effectively.

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

Children are clearly happy and content at the nursery, and are forming good relationships with the staff and other children. They behave well and understand the rules of the setting. They are developing good communication skills and are able to ask politely for help when it is needed. All areas of the nursery that children access are clean and very attractively presented, keeping them safe and healthy. Children follow good personal hygiene routines, which are promoted by the staff's good role modelling and include cleaning teeth after meals, Healthy freshly prepared foods are offered as an alternative to packed lunches. At snack times children manipulate tongs and pour their own drinks developing control and co-ordination, as they make healthy choices from the nutritious fruits and vegetables on offer.

Babies have designated rooms for various activities, including a messy play area and a new sensory area. They are consistently cared for by staff who know and understand their individual characters and routines. They enjoy playing with the 'treasure basket' resources, moving to the music and exploring the planned sensory activities, such as jelly play. Their communication skills are fostered well as staff sensitively read their body language and verbalise or repeat emerging verbal communication. Babies enjoy reading a book with the staff, listening and making links between the words and pictures. They go outside for fresh air and exercise each day, except in very adverse weather conditions, where they develop their mobility and co-ordination. They sleep according to their individual needs, and are checked regularly by staff to maintain their safety even whilst asleep.

Older children have access to the different areas of the nursery, including the upstairs sensory room through the routine of the day. Children benefit from playing with mixed ages, learning from each other and promoting a family environment. They happily play in the various designated areas in the garden. Some enjoy using the various trikes and bikes to develop their balance and control,

where as others prefer to roll and catch the balls. Small world resources are provided outside and children sit on rugs and concentrate for some time looking at the various figures, which reflect other cultures and diversity. Their imagination is fostered as they create their own stories about the dolls. Children enjoy drawing and making marks with the chinks on the black boards or painting the fence with water and various brushes. A variety of brushes and sponges encourage children to explore the various marks and textures they make as they scrub the different surfaces. An 'outside class' room give children the opportunity to make puzzles, match and play games in the fresh air. Children learn to put on their coats and wellies, with assistance from staff, dressing appropriately to play on the wet grass or in the wild area. They start their play by walking the boundary with the staff, making safety checks on the gates and telling the staff if they see any rubbish or hazards. At times, a planned activity gives children direction such as looking for leaves, which encourages children to recognise, describe and compare the shape and size of the various leaves. Children begin to take measured risks as they balance on one tree stump and decide if they can step onto the next one controlling their movements.

Indoors children self-select activities from the range of Montessori resources, with children setting up their own 'work' area independently. They become engaged and concentrate well as they struggle to fit the right shape cylinder into the graded slots. Other children draw and colour, using the craft materials to design and make their own projects. Mini-computers and other push button resources help children to develop skills for the future. Songs are sung in various languages and occasionally the nursery have visiting students from other countries to talk and help children to learn about other languages and cultures.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

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