

# Children of the World Montessori School

Inspection report for early years provision

---

<b>Unique reference number</b>	108466
<b>Inspection date</b>	11/10/2011
<b>Inspector</b>	Rachel Edwards
<b>Setting address</b>	St Edwards Parish Centre, Dorset Road, Windsor, Berkshire, SL4 3BA
<b>Telephone number</b>	01753 833771
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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).

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**

Children of the World Montessori School opened in September 1999. It operates from Saint Edwards Parish Centre in Windsor, Berkshire, and is privately owned. It follows the Montessori philosophy of teaching. The nursery school operates from a main hall with adjoining rooms, including a kitchen. There is an enclosed outdoor play area. The school mainly serves children in the local area.

The nursery school is registered on the Early Years Register to care for a maximum of 34 children from two years to the end of the early years age range. It is open each weekday, term time only, from 9am to 3.30pm. Children may attend for half or full days. The nursery school provides funded early education for three- and four-year-olds.

There are currently 55 children on roll, aged from two to five years. The nursery school currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are four full-time and three part-time members of staff who work directly with the children. All of these hold a Montessori teaching diploma to at least level 4, including one member of staff who is a qualified teacher and the two owners who hold Montessori qualifications at level 5 and 6.

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

Overall the quality of the provision is outstanding.

The nursery demonstrates a strong commitment to valuing individuals. Staff work effectively with parents and as a result, they meet the needs of all children exceptionally well overall. Excellent organisation and skilled staff mean that children are safe, well cared for and make outstanding progress. The nursery rigorously monitors all that it does and takes well-targeted action to ensure 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:

- making greater use of the outdoor area and exploring ways of giving children the choice of when to play outside, to develop children's understanding of the importance of physical activity and to further support children who learn better outside
- using a more hygienic method of cleaning children's hands before lunch to

reduce the risk of cross infection.

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

Staff robustly implement comprehensive policies and procedures to actively promote children's safety and well-being. There are stringent recruitment and vetting arrangements to ensure that everyone working with the children is suitable to do so. All staff receive child protection training and they regularly discuss possible scenarios so they can act promptly and appropriately should they have any concerns. Risk assessments are used highly effectively to highlight and minimise hazards in the nursery and on the many interesting outings that children attend.

The owners set high standards for themselves and their staff. Everyone, including children and parents, helps to review how well the nursery provides for the children. Staff use rigorous systems, for example, to audit the quality of the environment or to improve children's language development, through the 'Every Child a Talker' programme. The staff work exceptionally well as a team and demonstrate confidence in their ability to achieve the well-targeted plans. As a result, outcomes for children are at least good and frequently outstanding.

Children make exceptional progress in their learning and development as a direct result of the effective use of good quality resources and the well-deployed, knowledgeable staff. The welcoming and thoughtfully organised environment develops children's independence and encourages them to be active and inquisitive learners. However, children's limited access to the garden means they do not fully benefit from longer periods of more boisterous play in the fresh air.

An absolute commitment to equality and meeting each child's individual needs is key to the success of this nursery. Parents are encouraged to share knowledge of their children, especially when they first start so that each child's special member of staff, or key person, can quickly build a bond with them and tailor their care and learning to their specific needs. Parents are encouraged to continue their child's learning at home and they can borrow books from the nursery library that give them more information, especially on the Montessori method of teaching.

The nursery has well established links with other professionals so that additional support, for example, from speech and language therapists, can be provided when necessary. The nursery uses a translation service so that all parents can access information about the nursery. Children are confident and learn to value differences and to understand the society in which they live. They celebrate their own and other cultures and languages through many themed activities, daily discussions and playing with resources that reflect the diversity of the world. Children enjoy visits from parents to talk about their professions and interests, such as from a chiropractor, musician or an exciting visit from an army tank.

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

Children flourish at this nursery and make outstanding progress. Staff use their expert knowledge to guide children's play by building on what they already know. For example, children use Montessori equipment to explore length, breadth and volume of materials. They put these skills to good use as they build and design with a variety of materials, such as working together to make a model aeroplane. Staff create interesting environments inside and out which children are eager to explore. For example, children closely examine a collection of beautiful shells and are attracted by a set of tiny numbered boxes, containing objects to count.

Children concentrate for prolonged periods on self-selected activities, for example, showing great perseverance as they use tongs to transfer beads between containers. They enjoy practising other real life skills, such as sponging up liquid or polishing a mirror. These are presented enticingly on small trays that children can easily reach for themselves. They develop excellent hand to eye coordination and a strong grip to begin writing. Staff encourage children to listen to different sounds and in time to link these to letters. They reinforce their knowledge through feeling textured letters and numbers. Older and more able children begin to read and write simple words. They are encouraged to start writing for a purpose, such as labelling displays or writing their name on work. Staff know that some children, especially some boys, are reluctant to start writing. To encourage them to have a go they provide large boxes with white and blackboard surfaces in the garden. Children enjoy scrambling over these as they make marks and practise early writing skills.

Staff support children's speech development extremely effectively. They know the children very well, which enables them to have sustained conversations about things that really interest the children. Themed activities introduce children to new ideas and vocabulary and give them time to consolidate what they know. For example, they talk about autumn and learn how some animals hibernate. They develop their understanding as they enthusiastically pretend to be bears or dormice, foraging for food before going to sleep. They learn about the natural world in other practical ways too. For example, using lunch waste to make compost in a stacking wormery, where they are able to see every stage of the process. These interesting experiences make children observant, keen to talk and curious to discover how things work. They are well equipped with the basic skills they need to extend their learning in the future.

Children's behaviour is exemplary; they are kind, cooperative and willing to help others. They learn about the wider community, for example, through involvement in charity events. They show great maturity and understanding of how to keep safe, for example, as they sensibly cross the car park. Hygiene is generally very good but before lunch, children share a bowl of water to wash hands, which is unhygienic. However, children manage other aspects of their personal hygiene well. They enjoy choosing from a selection of fruit at snack time and know why they cannot have sweets in lunch boxes. They enjoy a wide range of physical

activities but limited access to the garden does not help them fully understand the importance of regular exercise.

## 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	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	2

### 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

<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	2
The extent to which children make a positive contribution	1
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](http://www.ofsted.gov.uk)



