

OakDin Montessori Kindergarten Ltd

Inspection report for early years provision

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Inspection date	22/06/2011
Inspector	Lisa Paisley
Setting address	67 Perry Street, Billericay, Essex, CM12 0NA
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Type of setting	Childcare - Non-Domestic

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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

Oakdin Montessori Kindergarten opened in 1993. The setting operates from a converted bungalow. It is situated within walking distance of schools and shops in Billericay, Essex. All children share access to a secure outdoor play area. A maximum of 26 children may attend the provision at any one time. The kindergarten opens five days a week, all year round, with the exception of Bank Holidays. Session times are from 8am to 6pm Monday to Friday.

There are currently 19 children aged from two to four years on roll. Children aged three-and four-years-olds receive funding for early education. Children attend for a variety of sessions. The provision serves the local community and wider areas.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The provision employs three staff, of whom all of the staff, including the managers, holds appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress as the staff have a good understanding of the Early Years Foundation Stage and the learning styles of young children. The setting successfully creates a purposeful play and learning environment with a particular ethos on respect for others, manners and independence, ensuring that all children can make a positive contribution within the nursery. Good partnership work with parents as they are fully informed about all aspects of their child's care. Self-evaluations has been developed to promote 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 daily routines to extend opportunities for outdoor play
- review children's learning journey to include initial assessments and also parents comments.

The effectiveness of leadership and management of the early years provision

All required documentation and records are in place and meet the requirements of the Early Years Foundation Stage. Policies and procedures are effectively maintained and updated on a regular basis, ensuring that they reflect staff's current practice. Effective vetting procedures are in place with regards to the suitability of staff working with children. All staff have a good understanding of their role in safeguarding children, the manager has recently attended safeguarding training and all staff know procedures to follow in the event of a concern. Reasonable adjustments are made to support children's individual abilities and needs, promoting an inclusive play and learning environment. Risk assessments have recently been updated to reflect changes in legislation. Staff ensure that there are clear arrival and departure procedures in place and also children and staff practise regular fire drills, ensuring everyone knows how to be safe. Staff also continuously monitors the safety of the setting and how many children and staff are on site at any one time. Overall, children are effectively safeguarded.

The organisation of daily routines including staff deployment supports children's play and learning experiences and promotes a positive child-centred environment, however, the outdoor area is not always fully utilised to further extend children's play experiences. There is a good selection of resources and equipment across the six areas of learning and they are effectively organised. Teamwork is good, as the staff are experienced and caring, they work well together and they have a clear understanding of their role and responsibilities. There are regular team meetings and training opportunities and some staff have additional responsibilities, such as Safeguarding Officer and Special Educational Needs Coordinator. Since the last inspection, the setting has addressed the previous recommendation of developing the garden area. Further plans includes attending further training courses and expanding the provision to include the under twos. Self-evaluation has been developed and this promoting continuous improvements to the provision.

Partnership work with parents is good as staff ensure all parents are fully informed about the nursery's role and children's care and learning experiences. There are good communication systems in place ensuring all parents receive good quality information, this includes notices and newsletters and also regular daily discussions at the beginning and end of sessions. Regular events are organised for parents, for example, sports day. There are meetings with parents to discuss children's developmental progress. Parent's comments include good communication, fantastic staff and that children are making great progress. Good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

The nursery successfully combines the Montessori curriculum with the learning and development requirements of the Early Years Foundation Stage. Planning and assessment arrangements are cyclical, ensuring activity plans are effectively tailored towards children's interests and learning. Children's contributions also influence topic work, such as 'People in the community' and 'All about me'. Children's individual profiles provide a good narrative of children's developmental progress and include observations, next steps and also the 'Development Matters' framework, however, initial assessments and parents comments have not yet been incorporated into the learning journeys. Equality and diversity is promoted through routines, activities, displays and resources. Celebrations of cultural events including Eid, Diwali, Christmas, Easter, Mother's Day and Father's Day, further extend children's understanding of the wider world.

Children are confident, secure and settled at the nursery as they are able to self-select from a range of activities that are effectively challenging and interesting for them. They are purposeful and thoughtful in their play and learning as they work hard at completing self-chosen tasks, for example, building three dimensional rockets and robots. Staff are also purposeful in their interactions as they take the time to support children and develop shared sustained thinking, for example, talking about community roles, including doctors, nurses and post office workers. There are good and ongoing opportunities for children to use a range of utensils that promote their writing skills, this includes letter shapes in the sand, writing names on art work and using scissors with confidence and ease. Children are confident in using information communication technology as they listen to and follow the instructions of pre-school software games.

All children are confident talkers as they use a good range of vocabulary to express their thoughts and feelings, answer questions and ask questions, this includes why visitors are the nursery, naming colours and talking about exercise and changes to the body, such as heart rate. There are good opportunities for creative activities, the tactile home made Wendy House was a success and they enjoyed making fire engines. Children are very well behaved as they are respectful of the environment and close friendships with their friends as they work together on activities. Staff are positive role models as they value positive behaviour and praise, reward and encourage children's good behaviour. The garden area provides an exciting play space for children to be active and explore natural materials, as there are designated sensory, water and musical areas and also physical activities. They enjoyed playing on the trampoline, stepping inside and outside off tyres and aiming balls into the basketball net.

Children being safe and promoting healthy lifestyles are effectively promoted within the nursery as daily routines and regular discussions ensure children know why they need to be safe and healthy. The provision of snacks is healthy and children have access to fresh drinking water to ensure that they are hydrated. Children are independent in their care skills, as they know the procedures for hand washing and why they have to wash their hands. Staff are first aid trained and all

required records and procedures are in place to ensure staff are effective in their role when children require medication or become ill. Overall, children's well-being and safety is good.

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