

The Bix Montessori School

Inspection report for early years provision

Unique reference number

EY429246

Inspection date

29/11/2011

Inspector

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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

The Bix Montessori School was first registered in 2011. It is situated at the Bix and Assendon Village Hall, Bix, Henley on Thames, Oxfordshire. The nursery has sole use of the premises. The nursery is open to families from all sections of the community with most children coming from the village and surrounding area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 18 children from two years to under the age of eight. There are 31 children on roll; none of these currently receive nursery education funding. The setting is able to support children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery is open weekdays during school term times only. Sessions are from 9am until 12am and from 1am until 4pm. A lunch club is offered in between the sessions. There is a holiday club in some school holidays.

There are three members of staff who both work directly with the children, all of whom hold relevant Montessori and Early Years education qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated staff team help children make good progress in an inclusive environment where each child and their families' individuality is respected and valued. Relationships are established that help children feel a sense of security and trust, enabling them to develop a sense of belonging within the setting. Children are kept safe as robust procedures ensure the suitability of staff. However, although this has no impact on the children, records to show this are not readily available. This is a breach of requirements with regard to documentation. Children experience a variety of activities as they play in the child friendly environment following the Montessori ethos. Most written information about children's development is recorded and shared successfully with parents and other childcare practitioners. Reflective self-evaluation effectively identifies future development and the aims of the setting.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure records are easily accessible and available for inspection, especially with regard to information of

02/12/2011

staff checks. (Documentation)

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

- Develop further the systems for monitoring children who may need extra support or have additional needs.

The effectiveness of leadership and management of the early years provision

Children play in an inclusive, stimulating and welcoming environment where they develop a sense of belonging, as they and their families are valued and respected. Children make very good use of a range of well presented play resources both indoors and outside that provide opportunities for all children to learn through their play. Children are kept safe as staff clearly understand all safeguarding procedures and know what to do if they have any concerns about a child in their care. All policies and procedures are reviewed regularly and are shared with parents. Robust procedures are in place to ensure the suitability of staff; however, although this has no impact on the children, they are in breach of requirements, as records to show this are not readily available. Children's details and parental consents are recorded and confidentiality is observed at all times. To keep children safe, risk assessments are followed and staff complete daily checklists with ongoing visual safety checks made throughout the day. Staff are aware of their individual roles and responsibilities and deploy themselves effectively to ensure children receive good levels of individual care and attention. Staff know the children extremely well and while there are systems in place to offer good support for children with additional needs, systems for monitoring children about whom there are minor concerns require further consideration.

Parents express confidence in staff, with comments such as, "children could not be in a more nurturing or caring environment" and "children have quality resources and activities that offer stimulating experiences". Parents also highly praise the excellent communication and high standard of information they receive that keeps them fully informed about their children and nursery practice. Systems to share relevant information with other early years settings are excellent and help to provide a smooth transition as children progress to the next stage in their education. The head teacher of the nursery in consultation with staff has effectively identified areas for development and demonstrates commitment to driving improvement through clearly outlining future progress and aims. For example, in order to raise standards to support children's welfare and learning, further training with the local authority and external agencies is ongoing and advice from the local authority early years adviser valued.

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

Children have a secure and trusting relationship with staff and each other, demonstrating a sense of belonging as they move around the nursery both indoors and outside confidently. Children settle in the nursery quickly as home visits before they start, helping to promote a sense of familiarity with staff. Staff help children make good progress in their learning, as they take into account children's interests and individual needs when planning. There are good systems in place for observation and assessment that form the basis for identifying children's next steps, ensuring children are provided with activities and opportunities that will enable them to successfully move their learning forward. Staff are pro-active in providing parents with opportunities to be involved in all aspects of their children's development. There are regular verbal discussions, e-mails, parent-child time and education enhancement evenings. Information about what children do at home is regularly requested and used in future planning

Children are lively, but behave extremely well, learning to share and take turns as they begin to interact with each other. Children's independence is promoted as they access and self select resources, decide whether they want to play indoors or outside and address their personal hygiene needs independently. To further promote independence and build self-esteem, children are given simple responsibilities, for example, after completing an activity they are expected to return it to its appropriate place, serve themselves snack and drinks and help care for the rabbit, tortoise and fish. Children chat with each other as they sit for snack and meals and help clear the table when they have finished; this helps provide them with a sound basis for good future eating habits. Staff promote good hygiene and children are eager to follow the good role models staff provide. For example, children ask for a cloth to clean the table after lunch and clearly enjoy being helpful. Children begin to learn about where food comes from and how to keep themselves healthy as they taste a range of vegetables they have grown in the garden and talk about why certain foods help keep us well. Children have lots of opportunities for fresh air and exercise as they go outdoors in all weathers, putting on all weather suits and wellingtons to play outdoors in the rain. A weekly Forest School helps further promote their understanding of the natural world.

Inclusion is threaded through all aspects of the setting and all children and families are welcomed; their backgrounds and cultures respected and valued. Children have access to resources and everyday events to help them understand about the wider world. For example, at lunch time they chat to a member of staff about why she is using chopsticks to eat her meal. Children begin to find out about the local community, often recognising where each other lives as they go on outings around the local area. The book area is cosy; an inviting place where a good selection of books can be enjoyed by children, by themselves or with adults. Children join in with obvious pleasure at story times, have opportunities to act out stories using props and begin to recognise that stories have a beginning, middle and end. Staff help develop children's language skills, as they constantly ask open ended questions to develop thought processes and vocabulary. There are ample opportunities for mark making, as children draw on the chalkboards outdoors, use

pencils to put their name on their artwork, and have accessible writing materials on hand at all times.

Opportunities for children to develop their mathematical understanding through their early experiences is exceptionally well promoted, with opportunities available to them to help them recognise number and explore shapes, size and volume through the use of resources in everyday play. Children's work is valued and they select paint, collage materials and tools to make patterns and pictures when they wish. Children sing frequently, request songs, use musical instruments of their choice to make their own sounds and sing with obvious pleasure to a piano accompaniment. Children have opportunities to develop their control and coordination daily, as they benefit from having access to, writing materials, cutlery, tools and small and large construction equipment. They develop future skills as they use everyday technology and have opportunities to access to a computer. Staff are knowledgeable about the Early Learning Goals and steps towards them, demonstrate through their planning that they have a clear understanding of children's different learning preferences, and that providing a positive environment will help children make good progress in their learning and development.

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	1
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	1
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	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	1
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