

# Clarendon Montessori School

Inspection report for early years provision

---

<b>Unique reference number</b>	129338
<b>Inspection date</b>	31/10/2011
<b>Inspector</b>	Clementina Ogunsanwo

<b>Setting address</b>	Meadowbank, Alexandra Road, Kings Langley, Hertfordshire, WD4 8EP
<b>Telephone number</b>	01923 268746
<b>Email</b>	cmschool@ntlworld.com
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Clarendon Montessori School opened in 1997 and operates from a single story building in the residential area of Kings Langley, Hertfordshire. A maximum of 26 children may attend the setting at any one time. All children share access to a large secure enclosed outdoor play area. The setting has a disabled access. There are 15 children aged from three to five years on the roll all of whom are within early years. Eight children receive funding for nursery education. Children mostly come from within the local catchment area. The sessions that children attend vary and the opening hours of the nursery are 8.30 to 3pm Monday to Friday term time only. The nursery welcomes children with additional needs including children with disabilities and those learning English as an additional language. The setting follows the Montessori curriculum and ethos. There are 4 staff that currently works within the setting; these include one Montessori trained teacher, one staff with an Early Years Foundation Degree and two staff with National Vocational Qualification level 3. The setting receives regular support and visits from the Early Years Childcare Services.

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

Overall the quality of the provision is outstanding.

Children are eager to attend the nursery and make significant gains in their learning. Excellent partnerships with parents and carers ensure a high level of parental involvement with their children's learning. Consistently high staff expectations and excellent teaching overall by the staff leads to outstanding progress. The capacity to improve is highly positive owing to rigorous monitoring and careful target setting.

## **What steps need to be taken to improve provision further?**

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

- enhancing the systems for analysing the performance of different groups of the children.

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

Leadership and management are exemplary in most aspects. The highest priority is given to keeping children safe and promoting their welfare. All required policies are in place, reviewed and shared with parents. Staff are vigilant about safety issues and implement a comprehensive programme of risk assessment both for the inside and outside environment. A daily check list is used very effectively in order to reduce hazards and keep children safe.

Staff are aware of the importance of promoting equality of opportunity and diversity which facilitates the inclusion of all children in learning. However, the systems for analysing the progress of groups of children are at the early stages of development. Each child has a key worker who knows the background and needs of each child; they carefully observe, assess and plan to make sure that their input is highly effective and children make extremely good progress. Letter sounds are particularly well taught to the older and more capable children and their vocabularies are enhanced through regular listening and speaking sessions. The curriculum is exciting and flexible. This means that each child's individual learning needs are met. Outcomes are clearly attributed to an imaginative use of resources including the highly effective deployment of staff.

The nursery is highly committed to working in partnership with others and has established excellent working relationships with a range of outside professionals such as local schools, colleges and also parents which provides the children with a broad learning experience.

There are a wealth of opportunities for parents to get involved in finding out about how children learn. Parents are kept informed regularly on the content of the curriculum, current topics, through regular newsletters and the detailed parents' notice board. They have opportunities to have their suggestions incorporated into the nursery's activities and regularly attend events such as sports days and coffee mornings.

Self-evaluation is rigorous at the nursery as all staff takes collective responsibility for analyzing what it does well and identifies what steps it can take to further improve. Future plans are well documented, evaluated and monitored. Leaders are highly effective in communicating ambition and drive to secure improvement. Processes for managing the performance of staff and encouraging them to improve their qualifications are well established and this contributes to the high standards.

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

Children enjoy their time at the nursery and are enthusiastic, curious and confident learners who make excellent progress. They benefit from the staff's detailed knowledge of their individual needs. Staff set high standards which result in the majority of children making very good progress towards the early learning goals. The nursery provides a happy, well-organized and stimulating environment. Staff actively promote positive behaviour which is reflected in confident, happy children who value and respect both adults and their peers. As a result, relationships are strong at all levels which results in a nurturing and supportive ethos. The children enjoy a variety of exciting activities both indoors and outdoors although leaders acknowledge that the free-flow of activities from the indoor to the outdoor play environment could be further developed.

Children greatly enjoy scooping out pumpkin seeds, make suggestions about ways to light up the pumpkin and subsequently express delight as staff fulfilled their

wish by placing a lit candle in the pumpkin. Children have fun with sand and paint activities where they are encouraged to experiment with different materials. The staff support their language development and they encourage them to ask questions. The children are encouraged to extend their speaking skills, listen carefully to stories and actively participate to story sessions. Early phonics teaching is particularly effective with children fully engaged in sounding out the initial, middle and final letter sounds of three letter words which prepare them well for reading simple words and phrases. Skills for the future are well embedded; the children have regular access to use the computer to support their learning in a creative manner which helps them to acquire valuable skills for the future. Children feel extremely safe in the supportive atmosphere of the nursery; they speak to the staff confidently and enjoy the company of their peers. Arrangements for their safety are highly effective; the premises are secure with controlled access. All visitors sign in and the daily risk assessment procedure ensures that the learning environment is safe. The children demonstrate a good awareness of a healthy lifestyle and have good personal hygiene routines. They have plenty of opportunities to make independent choices of resources, make suggestion of songs at snack time and have successfully raised funds for comic relief.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
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	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	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)

## **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
--	-----