

Rainbow's End Montessori School

Inspection report for early years provision

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EY344005

Inspection date

14/12/2011

Inspector

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Setting address

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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

Rainbows End Montessori School opened in 2007. It operates from two playrooms in the premises, which are for their exclusive use. In addition, there is a securely enclosed garden available for outside play. The school is situated on Parley First School site in Ferndown, Dorset. Rainbows End Montessori School serves the local and surrounding areas. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 52 children from two to four years old on roll who attend for a variety of sessions. Children aged two, three and four years are funded for free early education. The school supports children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. The school opens each week day from 8.30am until 5pm during school term time. There are nine staff employed to work with the children; of these, six hold early years qualifications at level 3, two hold early years qualifications at level 4 or above, and one holds EYPS. The school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development overall, because the nursery school is an inclusive, well-structured thought-provoking play environment. Children are safeguarded well and their welfare is mostly successfully promoted. Policies and procedures are effective and inclusive for each child, taking account of their culture and background. The nursery school has an accurate understanding of its strengths and weaknesses and plans for the future are well targeted. Staff have been successful in making and sustaining improvements. Overall, the effective partnerships with parents, adjacent first school and other agencies enables the needs of all children to be met.

What steps need to be taken to improve provision further?

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

- enhance the use of visual signs, symbols, notices, numbers and words in the outdoor environment to support children to begin to read and write, and provide further opportunities for children to develop and use their home language in their play and learning
- extend the two-way flow of information with parents to support their understanding of the importance of providing children with healthy foods in their lunch boxes.

The effectiveness of leadership and management of the early years provision

Staff take a professional approach to their role in safeguarding children. The arrangements for safeguarding children are robust. Staff have good understanding of child protection issues and the system to follow if they are concerned about a child. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate childcare agencies. Staff are aware of the process to follow in the event of any allegations made against them. The nursery school is safe for the children due to an effective risk assessment procedure. The staff make sure that all the accessible areas of the nursery school are secure. For example, a recent storm blew the fence down so staff restricted the outdoor space to keep the children safe. The manager makes the required checks for adults working directly with the children and children are always well supervised.

The nursery school is well organised, allowing children to move around with comfort and resources are within their reach. The nursery school uses a self-evaluation system to effectively identify the nursery school's strengths and areas for improvement in order to continue to raise standards. Staff are confident about what the nursery school needs to do to improve further. For example, staff have prioritised developing planning for the outside play space.

Staff are fully committed to promoting an excellent two-way partnership with parents and carers. Parents are encouraged to share their children's interests. They write about things that their children have been doing at home in their learning records at the nursery school. Parents share targets identified by the nursery school and suggest targets to add to these. This helps the nursery school effectively meet all children's needs. Staff interact daily with parents to keep them fully informed about all aspects of their child's welfare. They share information about intended activities.

Staff interact constantly with children, talking about their home and family, valuing their uniqueness and helping the children feel secure and included. However, the nursery school does not sufficiently develop and use children's home language in their play and learning. Staff have a good understanding of the needs of children who are learning to speak English as an additional language. This means that highly successful activities are organised to enable them to fully participate. Children play picture card games. They excitedly spot objects on cards that they need to collect. Detailed observations, assessments and planning of activities help staff clearly identify children's next steps and interests. Partnerships with the adjacent first school, and outside agencies, are good. Information is shared effectively to ensure children receive a smooth transition between the provisions that they attend.

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

Children relate well to each other and the staff. Children's understanding of safety issues is demonstrated through their play, as they build with wooden blocks and try not to knock each other with them. Children show that they feel safe. They tell their key person if they hurt themselves. Children are confident and very inspired by the learning environment around them. Children have a strong interest in the resources and activities in the nursery school. However, there are not enough visual signs, symbols, notices, numbers and words in the outdoor environment to fully support children who are beginning to read and write. Good use is made of space. Play equipment is well matched to the developmental needs of all the children on roll. There are attractive quiet areas for children to sit and read books, which supports their literacy development.

Staff make perceptive observations and assessments to establish children's individual starting points and abilities. The information is used to track children's progress and plan for future learning. Plans cover all areas of learning and show a good balance between child-initiated activities and adult directed ones. All children are helped to appreciate diversity through festivals such as Christmas, Diwali and the Chinese New Year. Activities such as storytelling, food tasting and role play enrich their experiences.

Staff engage well with the children. They involve them in conversation and successfully promote their language and communication abilities. Children play a game to find matching pairs. They chat excitedly turning over picture cards. Children take turns well and help each other to remember where the matching pairs appear. Children play on the computer, accessing activities independently by clicking the mouse. Children practise their number skills by matching groups of objects and numbers that appear on the computer screen. Children listen to different sounds as they click on the piano keys on the screen. They excitedly play a high note and then a low note and experiment with patterns of high and low sounds in sequence. Children behave well and are praised and rewarded to promote their good behaviour.

Children excitedly explore glittery, yellow dough made from flour and water. They expertly flatten the dough with their hands and laugh as they add on features like eyes and a mouth. Children spoon glittery sand through sieves and chat excitedly as the light glistens on the sand as it falls back into the tray. Staff work diligently with children to progress their number skills. Children match objects to numbers. They order objects according to their length. Children are amazed as they realise the biggest object is as long as their arms stretched out wide. Children are very independent finding a plate and cup to take to the table at snack time and choosing what they are going to eat. Children help to prepare their snack. They wash their plate and cup and put it away. Children are learning about the foods that will make them healthy. However, parents are not yet fully supported to understand the importance of providing healthy foods in their child's lunch boxes. The outdoor play area gives children the opportunity to be lively and energetic in their play. Children begin to understand why they need to exercise as they get tired and warm. Children blow different sized bubbles and run and pop them as

they float around in the air. Children hop, jump and balance on rubber tyres. They laugh excitedly as they draw pictures with large chinks on the ground. Children scramble to the top of the climbing frame to watch the 'windy day' toys float down to the ground. They enjoy riding the bikes and scooters. There are opportunities for children to take responsibility for growing plants in the garden. They successfully produce vegetables and flowers. Children proudly take them home to share with their families.

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