

Little Peoples Montessori Nursery

Inspection report for early years provision

Unique reference number

EY271645

Inspection date

20/12/2011

Inspector

Jenny Howell

Setting address

St Pauls Hall, Magdalen Road, NORWICH, Norfolk, NR3 4LN

Telephone number

01603 219195

Email

Type of setting

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.

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
W: 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).

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

Little Peoples Montessori Nursery is a privately registered group. It opened in September 2003 and operates from a converted church hall. It is situated in the suburbs of Norwich. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children share access to a secure outside play area.

The nursery is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 48 children aged between two years and school age on roll. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area. The nursery supports children who speak English as an additional language and is able to support children with learning difficulties and/or disabilities.

The nursery employs nine members of staff. All staff hold appropriate early years qualifications to a minimum of level 3 and are trained in the Montessori approach. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in meeting the needs of all children in the Early Years Foundation Stage through recognising them as unique individuals. All staff are passionate, enthusiastic and highly skilled which allows them to support all children in making extremely good progress towards all of the early learning goals. Excellent procedures are in place to self-evaluate, in order to achieve high standards of care and education and to maintain continuous improvement. Extremely positive relationships are developed with parents and other professionals to ensure that staff can be responsive to children's changing needs. Highly efficient organisation of written and practical policies and procedures enable staff to effectively safeguard children and promote their welfare.

What steps need to be taken to improve provision further?

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

- continuing to provide and develop opportunities for children to think about how to recognise and avoid potential dangers.

The effectiveness of leadership and management of the early years provision

Highly effective procedures are in place in order to safeguard children. These range from detailed, daily risk assessments of all areas used by children, to requesting that visitors report any child protection concerns to staff. Children's

well-being is significantly enhanced through effective organisational systems which ensure that all the required documents, information and parental permissions are in place. A fully embedded culture of self-evaluation supports staff in identifying the nursery's strengths and its areas for development. All staff are involved in this process and as a result of this a clear vision for high quality care and learning is shared by all. A highly effective monitoring and appraisal system supports staff in their day-to-day work. This helps to ensure very high standards are consistently met by a team who enjoy working in collaboration with each other.

Effective deployment of enthusiastic staff ensures that all children have their individual needs met and are supported in making excellent progress towards the early learning goals. All staff hold recognised qualifications in childcare and are supported in achieving higher levels of qualification, in order to enhance the skills they bring to the nursery. Staff are highly effective in ensuring that all children feel fully accepted, and highly valued members of the nursery community. They include children in making decisions throughout each day and support them in having a go without fear of failure. Children see their work and photographs on display all around the nursery. This helps to ensure they feel valued and recognised as individuals.

Excellent use is made of the space and resources available. A wide range of good-quality resources are provided, which support learning across all subjects. Children are able to access these independently and take pride in caring for them and putting them away after use. All children enjoy free access to the re-furnished outdoor area where they use a wide range of resources which stimulate them in all areas of learning.

Highly effective working relationships are developed with parents and carers. This ensures that parents receive good quality information about the progress their child is making on a daily and long term basis. Parents' contributions to development records and the monitoring of the effectiveness of the nursery are actively sought and all feedback is highly valued. Excellent links are established with other professionals. This allows staff to use expert advice to support individual children. It also allows staff to exchange ideas and information with other carers when children are attending multiple settings. As a result of this children's learning and welfare needs are consistently met to an extremely high standard.

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

An extremely calm and purposeful environment reflects the needs and interests of all the children attending. Effective storage of resources ensures that children can play independently and are engaged at all times. All staff support learning and development for individuals in a range of effective ways. They make detailed and accurate observations of what children can do. This is then linked to both the Montessori and Early Years Foundation Stage developmental stages to allow staff to support children through the activities they have chosen. All planning is based on the needs of individual children, and is monitored through the effective and well-established key person system. As a result all learning opportunities are

personalised to the needs of each child.

Children are active and creative learners who are fully engaged in practical and first-hand learning experiences. They work well alone and with friends, with a strong emphasis put on developing both confidence and a sense of concern for others. As a result, children manage their own emotions and are confident to try new things. Children have an excellent range of opportunities to express their creativity and imagination. They play musical instruments, both indoors and outside. Freely accessible art and craft materials allow children to experiment with painting, cutting, sticking and model making. As a result, when it comes to a project such as decorating the Christmas tree, children have already developed the skills and ideas they will need. Children develop an excellent understanding of the world around them. They plant, care for and harvest a range of fruit and vegetables such as curly kale and carrots. Puzzles of the solar system and maps of the world provide the starting points for discussions about children's immediate and wider environment. This understanding is enhanced as children make footprints in the snow or study an empty bird's nest found in the garden.

Children develop excellent skills for the future. They recognise many sounds and letters and some apply these as their early reading and writing skills emerge. Children learn to count to 10 and beyond, in practical situations. Children become confident in the use of technical equipment. They use digital cameras to photograph their work and their friends, then choose which to print and display to share with others. Children develop excellent problem-solving skills. They use a range of tubes and chutes to move water from one container to another and persevere to build a brick tower or complete a puzzle.

Children behave extremely well. They remember to walk indoors and handle items such as glasses and jars safely and sensibly. Children show concern towards others and resolve their infrequent disagreements with minimal intervention from staff. Visitors to the nursery such as fire officers, help children to learn about how to keep themselves safe. Staff support this through some activities, such as practising the evacuation routine on a regular basis. Children learn that people's differences are to be accepted and celebrated. They enjoy finding out how their friends celebrate cultural and religious festivals and participate with enthusiasm as they learn traditional dances from around the world. Children also enjoy taking on responsibilities within the nursery, helping to set the table, water plants and make mince pies for their parents to enjoy after the Christmas show.

Children have an excellent range of opportunities to adopt healthy habits. Most use the toilet independently, with sensitive support provided when needed. Children blow their own noses and remember to put tissues in the bin. Children understand the benefits of exercise and manage their own health as they access physical play equipment, including tunnels, hoops, balancing beams and rocking horses while indoors and outside. Children's fitness is further enhanced through weekly visits from dance and yoga teachers. Children make healthy choices about what they eat and drink. They access fresh fruit and drinking water at any time and learn about the nutritional value of different food groups. Children enjoy an excellent variety of freshly cooked meals, some of which they are involved preparing. This encourages them to try new foods in a safe and reassuring environment.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 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 | 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

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 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 | 1 |
| 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

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 |
|--|-----|