

# Kinderworld Montessori Nursery & Education Centre

Inspection report for early years provision

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<b>Inspection date</b>	05/12/2011
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<b>Type of setting</b>	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**

Kinderworld Montessori Nursery and Education Centre is privately owned and was registered in 1996. It is registered on the Early Years Register and both parts of the Childcare Register. The setting operates from several rooms over two floors in a converted school building in Southport, Merseyside. The setting serves the local community and beyond.

A maximum of 173 children may attend the setting at any time. There are currently 140 children on roll. The setting is open every weekday from 7am until 7pm and caters for children attending the nursery, pre-school sessions and out of school provision.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 33 staff, all of whom hold appropriate early years qualifications. The setting is supported by Sefton early years advisory team and holds the 'Appetite for Life' award.

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

Overall the quality of the provision is good.

There is evidence that improvements made to the setting have benefited the children very well. Children are safe, secure and happy in this setting and their individual needs are met effectively by interested, enthusiastic adults. Tracking of progress towards the early learning goals is robust and highlights areas for extra support. This means that children make good progress in all areas of learning and development.

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

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

- ensure that key persons meet the personal care needs of each child in their care.

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

Children are safe and very well protected in the setting because staff are knowledgeable about safeguarding procedures and know how to act on any concerns appropriately. There are rigorous procedures in place to ensure the safety and well-being of all of the children. Recruitment procedures for staff are robust and all staff are monitored and appraised regularly to ensure their ongoing suitability to work with children.

Staff use risk assessments to support them in ensuring the areas used by the children are safe. For example, daily checks are made of the rooms and resources and of the outside area where the children play. Staff have recently been trained in Sudden Infant Death Syndrome which means that they are confident and competent in working with babies. Dietary needs and medical requirements are also clearly displayed so that all staff are aware of children's individual allergies or food intolerances. Children are reminded about safe practices, such as not running around the indoor rooms, sitting on chairs properly and being aware of others.

All staff are knowledgeable about the Early Years Foundation Stage and use this knowledge well to support children in their learning. They plan appropriate activities to meet individual needs or interests. They use their knowledge from training, such as *Every Child a Talker*, to further support the children's developing language skills. The environment is very attractive and well organised, resources and activities are accessible to all of the children at all times. This means that children can make choices and be independent.

The manager and her staff continually look for ways to improve their setting. They consult with local authority advisors and draw up improvement plans. For example, recent changes to the outdoor provision have provided the children with an exciting, stimulating learning environment outside as well as inside where they can run and climb and experience the sensory garden.

There are close working relationships with parents and carers. Before a child starts, parents share important information about the child, including medical history and any dietary needs. The setting also obtains information about who has legal contact and parental responsibility for each child. Progress reports about learning and development are ongoing. Children's files can be seen on request and there are twice-yearly parents' evenings. Parents are given a written summary of their child's progress across the six areas of learning and development at these meetings. Daily diaries, newsletters, questionnaires and informal chats at the start and end of each day, ensure a firm partnership which benefits every child. Effective relationships with other professionals involved with the children, such as health visitors, local advisory teams and speech and language therapists, are well established. As a result, this contributes well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. Staff attend extra training to ensure that they are able to effectively meet any particular needs that children may have. They readily adapt activities to ensure that all children can take part and follow agreed programmes from other professionals, such as speech and language support strategies suggested by the area Special Educational Needs Coordinator. Children who speak English as an additional language are well supported, For instance, children use of a visual picture card system for making choices or preparing for change to a routine. An effective equal opportunities policy is regularly reviewed and changes are made based on the needs of the children currently in the setting.

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

Children feel safe in the setting and display high levels of confidence and involvement. They enjoy being in the setting and have good relationships with the very responsive staff and with other children. The children are confident to work with adults and make particular requests or discuss their intentions, for example, about making a dinosaur out of play dough. Practitioners give gentle reminders about safety rules, such as walking around the room or not pushing. They also model good play behaviour, such as sharing and waiting turns so that children understand and behave appropriately. Babies display confidence and happily smile and wave to their little friends encouraged by an enthusiastic practitioner. Although all children's personal care needs are met, the key person policy is not always adhered to.

Children's good health is actively promoted through reinforcement of good hygiene habits and healthy food options offered at snack and mealtimes. Fresh drinking water is available all times for the older children to pour for themselves and drinks are offered regularly to the younger children and babies. At present, the older children are taken outside to play and run around at least twice a day in the colder weather, though this is extended during the spring and summer months. There is the added bonus of using the 'Play Barn' on site; this contains a ball pool and soft play area which the children use with great excitement and vigour.

Staff observe the children regularly and provide activities that will support all areas of learning and development. For example, a pouring and filling activity supports children's understanding of capacity, while a 'collections' table enables the younger children to sort and count. There are colourful, exciting books for babies, toddlers and older children, which means that they are enthusiastic about books and stories. In addition, they enjoy sharing them with adults or looking through them with a friend. Children make their own marks using whiteboards and pens, and a range of writing equipment.

Children behave very well in the setting because staff give clear guidance about what is expected. For example, appropriate behaviour is reinforced by saying 'good listening' or 'good sitting'. Children's behaviour is also good because their needs and interests are well provided for. Children are encouraged to take responsibility for tidying up after themselves and concentrate very hard on brushing up the sand on the floor and putting it into the bin.

The children learn about other cultures and beliefs as staff make effective use of books and resources to plan specific, appropriate activities. For example, the children celebrate occasions, such as Diwali, by making cakes and looking at pictures brought in by a parent. The resources, posters, books and other artefacts are available all year round for the children to explore independently. Consequently, they are becoming aware of diversity at their own pace and level of understanding.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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