

The Rugby Montessori Nursery School

Inspection report for early years provision

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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

Rugby Montessori Nursery School was established in 1989 and operates from a purpose-built unit in the grounds of Bilton Grange School. The nursery is situated in the village of Dunchurch on the outskirts of Rugby. Accommodation comprises of a baby unit with two care rooms and a 'fun studio' for messy and creative play, a pre-school unit with four playrooms, and three outdoor classrooms. There is large enclosed outdoor play area and the nursery is set in woodlands and gardens.

The nursery is open throughout the year and a maximum of 81 children under eight years may attend at any one time. There are currently 111 on roll, some of whom are funded three- and four-year-olds. The nursery supports children who speak English as an additional language.

A team of 17 members of staff care for the children. Of these, 15 are qualified with Montessori and/or early years qualifications, and two are working towards early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Robust systems are in place to ensure all children are fully safeguarded. Their individuality is fully appreciated and a superb range of activities ensure children are exceptionally well stimulated. Highly effective partnerships with parents enable them to be fully included in the life of the nursery. Systems used for self-evaluation are hugely successful in ensuring the ongoing development of this vibrant nursery.

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 develop relationships with other providers where children attend more than one setting.

The effectiveness of leadership and management of the early years provision

Management at the nursery are fully dedicated to their roles as leaders and are passionate about the service they provide. They have a very professional approach, providing the staff with excellent role models. Children are fully safeguarded as excellent safeguarding policies and procedures have been devised and implemented. Thorough staff induction, ongoing appraisals and training ensure all adults have an up-to-date knowledge of how to protect children from harm. Staff have an extensive knowledge and are confident about their

responsibilities in the event of a concern about a child in their care. Effective procedures ensure parents and carers are fully informed of the nursery's role to safeguard children. They are further reassured by the robust recruitment and excellent security and safety procedures. All of the staff working directly with the children are qualified and their professional development is given high priority, all of which positively impacts upon the quality of care and education provided for the children. The nursery ensures there are clear agreements with parents and carers and all required information about them and their child is gathered. As a result, staff know who may have legal contact with each child and who has parental responsibility.

The outcomes for children are consistently improved as managers and staff are clearly committed to the ongoing development of the nursery. The recommendation raised at the last inspection has been fully addressed. Consequently, this has improved the information available to parents. Thorough systems for monitoring and evaluating the nursery include the confident application of the Ofsted self-evaluation form. Targets for improvement are relevant, realistic and immediately actioned to bring about positive outcomes for children and their families. For example, staff identified that the children would benefit from more small tables and chairs to support a self-serve snack time, and these were provided.

Systems to promote partnership with parents and carers are outstanding. Excellent relationships between the staff team and parents have been established. Parents are very warmly welcomed and from the outset they are provided with a wealth of informative literature. This includes policies and procedures, newsletters and information about schools in the local area. As a result, children are provided with consistency in both their care and education. Parents express huge gratitude and complete confidence in the staff and management. Many parents share they especially appreciate how happy, settled and keen their children are to come to the nursery. They describe the nursery as an 'excellent', 'very stimulating', 'nurturing environment' where their 'children are regarded as unique'. The environment is extremely welcoming to parents, children and visitors. For example, there is a wealth of information attractively displayed throughout the nursery. This includes information about safeguarding, welcome signs in a variety of languages and photographs of children enjoying their learning. In addition, parents are encouraged to write comments about their child's development on the achievements display boards. Therefore, the parents' knowledge is valued. Parents evenings, progress reports and informal consultations are highly effective in ensuring that all parents are made fully aware of the progress their children are making. Excellent arrangements have been established to work alongside other professionals, which means that children with special educational needs and/or disabilities can be fully included in the life of the nursery. Partnerships with other providers where children attend more than one nursery are presently being further developed.

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

The staff team are dedicated and enthusiastic about meeting the children's individual needs. Children are making rapid progress towards the early learning goals because they are extremely well supported by their key workers. Children's development is monitored and staff undertake regular detailed observations and effectively assess the children's learning. The next steps in their development are then identified and this information is carried forward to future planning. All staff have a thorough understanding of the children's characteristics, interests and preferred learning styles. There's a superb balance between adult and child-led activities. Outdoor learning is an integral part of each child's day. They are provided with rich learning experiences, enhancing their enjoyment, confidence and independence.

Children's personal, social and emotional development is superbly enhanced. All children are valued by the staff, who show a genuine interest in what they have to say. Children are encouraged to bring in certificates to show their achievements outside of the nursery. For example, children proudly show their swimming certificates to all their friends at 'show and tell' time. Children's interests are also effectively followed. For example, if they have a particular interest in a story book, staff encourage them to bring the book in from home. In addition to this, children also bring in props and costumes. For example, costumes of a fox, a snake and a mouse to support their chosen story. Children play harmoniously together and their behaviour is excellent. This is achieved in part because they are always busy learning, and staff manage any undesirable behaviour with a fair and consistent approach.

Children's welfare is excellently promoted. Their care, health, dietary and cultural needs are accurately understood and fully met. Each room operates at all times with a member of staff who holds a first aid qualification. Clear, confidential records are kept of incidents, accidents and medication, and parents are extremely well informed. Children develop a strong understanding of the importance of a healthy lifestyle. For example, they participate in daily activities that involve exercising to music and they learn about using their muscles. Children are extremely well supervised and helped by staff to keep themselves safe. For example, when they do kicking actions in songs and rhymes they are reminded to be careful.

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	2
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
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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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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