

# Laugh And Learn Montessori Nursery

Inspection report for early years provision

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**Unique reference number**

EY430884

**Inspection date**

23/01/2012

**Inspector**

ISP Inspection

**Setting address**

Heene Community Centre, Heene Road, WORTHING, West  
Sussex, BN11 4PL

**Telephone number**

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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**

The Laugh and Learn Montessori Nursery opened in 2011 and is located within the Heene Community Centre in Worthing, West Sussex. Children have access to three classrooms and an enclosed outdoor area. The setting operates during term time from 9.00am to 1.30pm for four days a week with a shorter day until 12:30pm on Fridays. The setting follows the Montessori system of early learning.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children aged from two to eight years may attend, and all may be in the early years age group. The setting receives nursery education funding for children aged three years and older. The setting also supports children with English as an additional language. There is a staff team of eight and most staff have a level three early years qualification and/or Montessori teaching qualifications. One member of staff is currently training.

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

Overall the quality of the provision is good.

The setting is well organised, and successfully promotes individual children's welfare and development. A highly organised programme of planned activities is provided, with a well resourced play environment. Highly consistent observation and assessment ensures children make excellent progress with their learning. Staff make effective use of self-evaluation to maintain continuous improvement. The setting works closely with parents, and is developing partnerships with other settings.

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

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

- develop partnerships, by sharing information with all other settings, children may attend.

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

The setting is a well established Montessori pre-school, located on the first floor of a community centre. It has the benefit of a well trained staff team that includes early years and Montessori practitioners. Staff show a strong and confident approach to providing children with a well managed and highly successful programme of learning. Safeguarding is successfully supported within the provision. Staff have a good awareness of child protection procedures, and a well

organised range of security and safety procedures are in place.

Since re-registration, the setting has made improvements by introducing a detailed action plan. This is being used to successfully integrate the Montessori system of assessing children, with the early years requirements. And, to support this, staff are engaged in a programme of additional training. Further development is also in hand to enhance the play environment, and make more use of the nearby beach area as a source of learning for children. Self-evaluation is positively promoted. Staff, through their action plan and regular practice appraisals are able to easily identify areas for revision, and promote continuous improvement.

The setting has a well resourced play environment. Two separate classrooms are used by the children, with access to a wide variety of play and learning materials. A well balanced mixture of mainstream and Montessori resources are provided. The use of visual learning displays is a particularly strong feature of the play environment. Many good examples are provided to support children's learning about letters, shapes and numbers. Children are able to choose play items easily, and engage effectively with others, using a wide range of tactile, sensory and assembly materials. The setting's outdoor area also provides good opportunities to present resources. Children have access to a secure paved area for active games and outdoor learning. A grass area, with shrubs, also provides opportunities to find mini-beasts and learn about nature.

Staff work confidently together to be inclusive in their practice. They provide well organised key working, which successfully supports children's individual learning. Staff effectively take note of each child's learning progress, and planned focused learning is provided to help them achieve. The setting has experience of supporting children with English as an additional language, and staff take care to ensure that children learn about other cultures. For example, the inspection took place on Chinese New Year, with a wide range of Chinese themed activities and linked play projects underway. Staff also make good use of the Montessori cultural learning elements to positively promote diversity within the play environment.

The setting's working with parents is successfully promoted, principally through regular contact with key workers; well organised methods are used to provide parents with information on their children's development. For example, parents are able to review both the Montessori and early years records of their children's learning progress. Staff take care to engage and include parents, with open days, access visits and a regular newsletter. Parents are also given guidance on how they can promote their children's learning and growing independence at home. The setting is in the process of developing partnerships. Staff are aware of the need to ensure other settings are contacted, and information is regularly shared with childminders who also provide care for the minded children. However, the provision of a broader system that links with all other carers is an area for improvement.

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

The promotion of children's enjoyment and achievement is excellent. Children have the benefit of highly organised and consistent planning, which successfully combines Montessori tasks with a well presented range of play themes that fully engage children and support learning. For example, the setting's current themes of Winter and 'colours', provides many excellent activities where children's creative development and their knowledge of the wider world are explored. Children's development is consistently well monitored through the use of an excellent assessment system. Detailed and well prepared observation records are kept for each child, which provide clear evidence of their early years progress and Montessori attainment. A highly systematic approach is also taken to identify and promote children's progress and priorities for learning.

Children are successfully helped to feel safe and secure. Staff take care when settling new children, and key staff engage effectively with children and parents to provide close support at these times. A highly organised and notable feature of the setting is the care that is taken to help children make a positive contribution. For example, children enjoy helping, and tidying, which encourages their independence. Staff make excellent use of organised shared play to establish relationships and promote children's understanding of turn taking. Children also spend long periods talking, and sharing their ideas during child led play. The overall highly consistent nature of children's confidence and ability to cooperate demonstrates the setting's excellent support of personal and social development.

Children's understanding of health lifestyles is consistently promoted. Close attention is paid by key workers to each child's welfare as they grow and develop. Children are encouraged to learn about healthy eating through organised learning activities, such as cooking and tasting noodles for Chinese New Year. Children are also encouraged to help themselves and use utensils independently at snack times. Children successfully engage in a wide range of activities to promote physical development. Children successfully develop manipulative and co-ordination skills, using the Montessori materials. Children also have access to a separate play space, on the ground floor, for group games and activities that include climbing, running and keeping balance.

Staff's confident teaching successfully provides children with all round excellent support for their future learning. The setting's play environment provides strong support for children's literacy, as they learn letter shapes. For example, children recognise their names on work wallets and place-mats. Children are also helped by staff to communicate, develop clear speech and talk well when describing their ideas to each other. Problem solving and numeracy features significantly. Children enjoy a wide variety of assembly challenges, and use resources to learn about shapes and sizes. They also have excellent problem solving projects. For example, learning about time passing in using photographs from home to compare how much they have grown since birth. Children's knowledge and understanding of the world is consistently well included, during many excellent activities that promote their wider learning. For example, children use the computer to learn about birds

and hear their birdsongs. Children also make good use of maps and world awareness resources to learn the countries where different animals live.

## 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	1
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	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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