

Mrs Berry's Montessori Nursery

Inspection report for early years provision

Unique reference number

EY436452

Inspection date

10/02/2012

Inspector

Angela Cole

Setting address

10 Berry Hill Road, CIRENCESTER, Gloucestershire, GL7
2HE

Telephone number

01285643959

Email

msberrys@eygloucestershire.co.uk

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 2012

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).

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

Mrs Berry's Montessori Nursery opened in 2001 and re-registered in 2011 when the provider changed to a limited company. It operates from the ground floor of a detached home in the Berry Hill area of Cirencester in Gloucestershire. Children have access to an enclosed garden with varied surfaces, including decking and a safety bark area. The nursery opens each weekday during term time for sessional and full day care. Sessions run from 9am to 3pm with flexible finishing times, especially in the summer term. The nursery is registered on the Early Years Register to care for 18 children from two years to the end of early years age range. There are currently 48 children on roll in this age group. The nursery currently supports a number of children with special educational needs and/or disabilities. There are eight part-time staff working alongside the senior partner/manager, of whom seven hold appropriate Montessori and/or early years or nursing qualifications. One of these is working towards a qualification. The nursery operates according to the Montessori ethos and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very quickly in the friendly and homely atmosphere so that their needs are effectively met. They make very good progress in their learning and development, because every child is treated as an individual and highly valued. Adults provide best quality experiences and environment for children, both indoors and out and, overall, policies and procedures well support children's well-being. They ensure that each child has exceptional challenge to progress according to their individual needs, abilities and learning styles. All children develop a very good understanding and appreciation of diversity in society and of the rights of others. Overall, regular and insightful evaluation by the staff team, in consultation with families, results in provision that has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the policies and procedures to provide up-to-date information about the provision for children's well-being
- use quality improvement processes to enhance ongoing internal review, assessing what the nursery offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Safeguarding of children is well promoted. All staff have a good understanding of how to safeguard children and have completed up-to-date training about child protection. Robust recruitment procedures, daily checks for risk assessment and a well-planned environment help to keep children safe and secure. Staff well encourage children to be independent while still being supervised, including when they handle a very wide range of garden tools and equipment.

All adults are strongly committed to providing the best for children in this very child-centred environment. They reflect well on teaching practice and continuously review it. This enables them to plan very effectively for every child's individual needs. They manage this by providing a nursery that is both homely and very well-equipped to support all children's learning. Evaluation is highly successful for individual children's progress. The management has begun to implement the recommendation from the previous inspection and plans to update a basic, self-evaluation format. However, there is no systematic evaluation through action plans set against robust criteria available for the nursery as a whole. As a result, some documents and written procedures are not fully organised to be up-to-date.

The nursery's use of resources is outstanding. All indoor and outdoor equipment is of a very high quality and entirely safe and suitable for purpose. For example, children gain excellent literacy and numeracy skills because use of focused teaching materials is embedded into routines. They take turns to count how many are in the group. They complete extended, addition tasks using an illustrated, number line to work out how many there would be in if they added one more. Children use extensive ranges of resources in their role play and discuss different images to enhance their understanding of, and to value, diversity. A high ratio of adults to children means that all are highly supported in their learning and have many opportunities for extended conversation with staff. The layout of the nursery and timing of routines contribute very significantly to the homely atmosphere. For example, children come together as a group for singing before having buttered toast and a drink of juice mid-morning. The end-of-day routine, when children listen to quiet, classical music as they watch a sand timer run out, is particularly inspiring. The gentleness of this routine contributes significantly to children's deep sense of well-being as each leaves the group calmly with a personal goodbye.

The nursery has developed excellent relationships with parents and carers, who all speak very highly of the provision. Families receive exceptional information about their children's progress through frequent conversations through very detailed reports, personalised newsletters and emails. Half-termly meetings with parents provide excellent opportunities for parents to discuss their children's achievements. As a result, they are fully involved in supporting their children's learning and development. The nursery is pro-active in developing highly positive links with other providers and agencies to support children. There are extensive systems for sharing information about children attending other settings. These support excellent continuity for children's welfare and development.

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

Children feel extremely safe and secure in the thoroughly welcoming environment. They are very happy, confident and settle extremely well to develop excellent relationships with their peers and staff. Children's behaviour is exemplary. They respect each other and their environment through highly positive role modelling and gentle guidance from staff. Children say how they feel and talk about consequences of their own and others' behaviour. They have excellent understanding of rules and routines embedded in everyday practice, including reminding others to sit quietly at story time. Children thrive as they make choices and continue or repeat activities without interruption. They make extensive decisions about playing alone or being part of a group. The varied indoor and outdoor individual and group activities ensure that they are constantly interested and engaged. They very confidently choose to learn new skills. For example, they collect fruit to chop for apple crumbles and pour their drinks from small jugs into their chosen cups. They gain exceptional understanding of the importance of healthy lifestyles. They know precisely how to keep themselves healthy, including washing because they 'might have germs.' They are highly reflective about keeping themselves safe, taking controlled risks while enjoying much fresh air when exploring the garden. For example, they confidently balance on stepping-stone logs and climb the challenging play frame and boat.

Children receive exceptional support for their learning that entirely matches their stages of development, individual personalities and learning styles. There is high emphasis on developing children's independence and self-learning through very well planned activities to explore and experiment. The very positive attitudes and thirst for knowledge, which children develop towards their learning, ensure they achieve excellent future skills. They eagerly adopt practical life-skills, carefully washing cups, helping to prepare rooms for activities and spontaneously tidying away their equipment ready for the next user. They develop excellent understanding of technology and mathematical ideas through highly focused activities, including photography and games of hopscotch. They very quickly learn the benefits of team work. For example, they cooperate to build a snowman. Some children model the snowman itself, while others bring wheelbarrows full of snow to add.

Children demonstrate great enthusiasm for learning and engage in lively conversation with each other and with adults. They are absorbed in discussing the world around them. They learn about birds feeding at the bird table and about names and habits of other birds through visually attractive, matching games. They fully concentrate to complete and describe their activities, such as weaving pipe cleaners through wire 'train' structures, pegging clothes out to 'dry' and creating complex, dough models. They approach adult-led activities with equal enthusiasm, because these are stimulating and highly engaging. For example, children are totally absorbed in songs and stories and eagerly name their Valentine cards. They concentrate when playing 'Nine Men's Morris', waiting their turns, counting fallen

skittles and proudly writing their scores.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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

