

Coach House Montessori

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

The Coach House Montessori registered in 2012. It operates from a purpose-converted property in the village of Compton Martin, near Bristol, in Bath and North East Somerset. The nursery is privately owned and managed, and follows the Montessori approach to education. Children have access to three adjacent, split-level playrooms and a children's bathroom. The office and an additional bathroom are on the first floor. Children have access to an enclosed garden for outside play. The owner's larger garden is used for Forest School activities.

The nursery is open Monday to Thursday, from 8.00am until 4.00pm and from 8.00am to 1.00pm on a Friday during school term times. The nursery is registered on the Early Years Register. A maximum of 16 children may attend the nursery at any one time. There are currently 15 children from two years to under five years on roll. The manager has gained the Early Years Professional Status and the Montessori International Diploma in Early Years. There are three additional members of staff. Of whom, two hold a level 3 early years qualification and one is working towards a level 4 Montessori qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and very confident in the welcoming environment where they all make good progress overall. Through generally good partnerships with parents, staff get to know the children well, which means they meet children's individual learning and welfare needs effectively. All children are valued and included and consequently their behaviour is exemplary and they form a highly positive awareness of people's differences. Children have an excellent understanding of healthy practices. The manager is a strong role model and leads the team well in reflecting on their good practice to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the resources and experiences for children to use information and communication technology and programmable toys to support their learning
- extend the information exchanged with parents on the activities provided and other providers' contributions to the assessments, in order to further support learning at home and in the nursery.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the safeguarding policy and the procedures to follow if they should have a concern. Good recruitment procedures help to ensure that the manager only employs suitable staff. Staff confidentially maintain all required documentation for the safety and welfare of the children. Children and staff change their shoes indoors to keep the floors clean. All staff have first aid training and a good understanding of the emergency evacuation procedures. Staff carry out good checks every day to ensure risks to children are minimised.

The manager provides a good role model and steers the work of the setting. She works closely with her small staff team to reflect on their practice continually. Through self-evaluation, they look for ways to improve outcomes for children. They actively seek children and parents' views and use them to enhance their practice. For example, staff have trained in and implemented Forest School activities from a parent's comments. The manager has sought advice from the local authority and extended her policies to provide parents and staff with clear procedures. She has also introduced staff supervision to enable them to discuss any individual issues. The manager and staff identify any personal development, and feedback to each other after training to discuss implementing new ideas.

Staff provide a stimulating environment which enables children to become independent learners. The practical life room provides a wide range of Montessori resources that promote physical manipulative skills. Good procedures ensure that children have equal access to resources and experiences, to reach their full potential. Children benefit from a good balance of independent learning, small group work and whole group activities. For example, a small group of children enjoys a story with a member of staff, demonstrating their understanding and asking questions to gain clarity. They use very good props and story sacks, which promotes children's love of books. The manager deploys staff well, enabling children to benefit from all areas of the provision both indoors and outdoors. Staff make good use of outings to support children's learning through real experiences. They select these according to the children's interests, such as a trip on a steam train and a visit to Bristol zoo.

Parents are highly positive about their confidence in the staff. They comment on feeling secure that their child's emotional well-being is important to staff. Parents receive good information on their child's development, through one-to-one feedback and access to their child's development file. Staff hold parents' evenings three times a year. They share good information on the role of the key person and their importance in ensuring every child feels secure. Regular newsletters provide some information on the activities provided. Although staff display the planning in the practical life room it is not easily accessible to involve all parents and enable any learning to continue at home. Good partnerships support a smooth transition to school and supports continuity for children attending more than one setting. However, their contributions are not included in the assessments to share with parents.

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

The staff facilitate children's learning by providing a highly effective environment, planned activities and good interaction. They regularly observe children to know when to engage with them and extend their learning further. For example, staff provide a book to extend children's knowledge of octopuses. They provide materials to demonstrate what 'suckers' mean and how the octopus uses them to move. Each key person monitors children's individual learning and plans for their continuous development.

Children confidently engage in a good range of activities and experiences that promote their independence and skills for the future. Children are inquisitive and are motivated to learn. For example, one young child selects a grinder from the shelf, puts cereal inside and turns the handle to see what will happen. Children are excellent communicators and engage each other in conversations about what they are doing. Older and more able children write their names and sound out the letters. They enjoy stories and use props to illustrate their understanding. Children confidently use equipment such as a CD player. However, they have limited access to information communication technology and programmable toys to support their learning.

Children are extremely well behaved, develop high self-esteem and have an excellent understanding of the expectations. Older and more able children are eager to support the younger ones and demonstrate how to use unusual equipment, such as ice tongs. Staff encourage children to be as independent as possible. Consequently, they manage age-appropriate tasks. They choose when to have their snack and sit in a small group with their friends. They pour their own drinks, butter their crackers and wash up their plate, developing independence and practical skills. A very good range of cultural resources promotes children's positive awareness of diversity. Children feel highly valued and consequently are extremely thoughtful towards others. Children help take care of the environment, grow their own produce and understand about recycling.

Children gain an excellent awareness of healthy practices because staff are exemplary role models. They use daily routines to teach younger children about the importance of hygiene. Consequently, older and more able children independently blow their noses, dispose of the tissue and wash their hands before eating. Children enjoy being outside on a daily basis and have an excellent awareness of the importance of exercise. They know to put on waterproofs and Wellington boots to go out in the rain. Excellent discussions during stories prompt children to talk about dental care and specific health issues. Children are able to help themselves to fresh water and fruits throughout the session.

Through good access to resources, children learn to use a range of tools in a safe manner. For example, two children select scissors and a stapler. They use them correctly and safely before putting them back where they belong. This access also enables children to initiate their own learning and enhance their creativity. Children

are encouraged to assess risks for themselves and consequently have a good awareness of their own safety. Children looking at a photograph of Forest School activities confidently talk about keeping safe, such as wearing high visibility jackets.

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	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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