

Farnham Royal Montessori School

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

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

Farnham Royal Montessori Nursery School is privately owned. It opened in 1999 and operates from two rooms in a village hall in Farnham Royal, Buckinghamshire. Children have access to a secure enclosed outdoor play area. The nursery school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend at any one time. The nursery school is open each weekday from 9.00am to 3.00pm term time only. Children can attend for part of the day or the whole day. They bring a packed lunch if staying all day. There are currently 38 children aged from two to under five years on roll. The nursery school accepts children aged two, and four years who are in receipt of free early education. The nursery school supports children with special educational needs and/or disabilities. They also support children who learn English as an additional language. The nursery school employs five members of staff. The owner has Early Years Professional status and the manager and two other staff hold appropriate early years qualifications to degree level. One member of staff has a level 3 qualification in Early Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure. They make good progress overall in their learning and development. They confidently explore the mostly safe, well organised environment and resources. Staff promote inclusive practice; they are skilled and caring and are able to recognise and meet children's individual needs. Staff follow good procedures to safeguard children, developing effective partnerships with parents and other agencies. The proprietor and staff are very well qualified and show a good commitment and capacity to continually improve outcomes for children. They are beginning to evaluate their practices. However, they do not fully meet all the legal requirements relating to some documentation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 08/06/2012

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

- develop further the systems for monitoring and self-evaluation, to identify

strengths and priorities for development that will improve the quality of provision for all children; include children and parents in the process

- display words and labelling in children's home languages so they feel involved and valued
- support children's understanding of good hygiene with regard to hand washing.

The effectiveness of leadership and management of the early years provision

Children stay safe as the nursery school has effective safeguarding procedures in place. Robust employment procedures help ensure staff are suitably qualified and vetted. The written safeguarding procedures and training ensure staff are very aware of their roles and responsibilities. They follow correct procedures when there are concerns about the children. The premises are mostly safe as staff take positive steps to minimise hazards through daily checking procedures. However, the risk assessment does not fully cover everything children access. Uncovered drains and the extent of safety mats around the climbing frame are potential hazards. The record of annual risk assessments are not signed or dated and this is a breach of a specific legal requirement. Security is good; staff are attentive, they keep the door locked and the outdoor area is secure. Effective arrival and collection procedures and recording of visitors help promote children's safety. All staff attend first aid training so they are well prepared should there be an accident. Parents and staff view the comprehensive range of policies and procedures to keep them well informed. Staff maintain most required records effectively. This helps to safeguard children's welfare.

Staff organise the daily routine and playrooms effectively, arranging the good quality resources to promote a continuous learning environment. Children have ample space to play and explore. They confidently move, both inside and out, choosing where and what to play with. Staff are well deployed; they plan and provide a wide variety of suitable resources and activities. These enable children to develop successful skills across all areas of learning. Staff have a clear understanding of inclusive practice and they take positive steps to ensure that all children are included. Staff find out about children's family backgrounds and invite parents to share their cultures and skills. Staff have effective partnerships with all agencies involved in children's care. They share information as required to ensure continuity in children's care and learning. Partnerships with parents are strong and they share important information so staff can meet children's individual needs. Parents are positive in their comments, they feel staff are caring and approachable should they have any concerns.

The proprietor and staff are very well qualified and committed to making continual improvements. They work effectively together as a team and regularly attend training to update their skills and knowledge. The management team realises the benefit of effective evaluation to identify improvements to the provision and improve outcomes for children. However, this is in the early stages and does not fully identify strengths and areas for improvement. Staff address issues raised at

previous inspections and from feedback from the early years development worker.

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

Children make good progress in their development, overall. Staff provide a good range of interesting play opportunities and organise the play areas well. Children confidently explore the toys and activities that staff plan daily. Staff are caring, attentive and enthusiastically join in with children's play to encourage their all-round skills. For example, staff lay on the playground for children to draw round them and measure them; developing numeracy skills. They act out stories, such as three little pigs; where children scream with excitement as they run away from the wolf, encouraging children's communication and imagination. Children's creative skills develop well as they enjoy taking part in a wide range of activities, such as painting and play-dough. They confidently make dinosaur houses using the large cardboard boxes, asking staff for further resources, as they develop good design making skills and use their rich creative imaginations. Children make good progress in numeracy and literacy through using the range of Montessori resources. They count how many cups they need at snack time for their friends. Children enjoy singing number songs and join in enthusiastically to familiar songs matching words and actions. They sit and concentrate well at large group times. Children learn about the natural world as they find out about life cycles of frogs and grow seeds and plants in the outdoor play area. They develop good knowledge of the world as they visit a dinosaur museum as a whole group; inviting parents along as well. Children develop an awareness of diversity and the wider society as they use resources, including puzzles and books that show positive images of differences. Planned activities include celebrations of different cultural festivals. However, staff do not include labelling of all the languages used within the nursery school. Children have opportunities to develop computer and football skills with external teachers and enjoy yoga with the proprietor.

Children develop a sound understanding of healthy lifestyles. They have healthy snacks and parents provide healthy options in lunch boxes. Children can access the outdoor area in all weathers to have regular fresh air and exercise. However, staff do not consistently follow good procedures for hand washing and soap is not freely accessible in the toilets. This increases the risk of cross-infection. Children mostly behave well and understand the need to share and take turns. They help pack away and learn rules for safety as they handle scissors, for example. Children show they feel safe, they are confident and happily come into the nursery school. They eagerly seek out their friends and join in at chosen activities set out for them by staff each day. Staff remind children about using the climbing frame carefully. Regular fire evacuation practise enable children to be confident and aware in an emergency.

Children make good progress in their development as they are supported well by qualified staff with good teaching skills. Most staff use effective questioning and modelling skills to extend children's thinking and learning. Children's development records include photographic evidence and written observations. Staff plan

activities daily using their observations and through monitoring each child's progress. Staff work well together to meet children's welfare needs and enable children to develop good skills for future learning.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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