

Burgh Wood Montessori Nursery School

Inspection report for early years provision

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Inspection date	26/06/2012
Inspector	Anita Clifford
Setting address	St Ann's Church Hall, 4 Brighton Road, Bansted, Surrey, SM7 1BS
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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

Burgh Wood Montessori Nursery School opened in 1990. It operates from the hall of St Ann's Church in Banstead, Surrey. It is open each weekday from 9am to 3pm on Tuesdays and Fridays for 38 weeks of the year. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time, all of whom may be in the early years age range, over two years. There are currently 34 children aged from two to five years on roll. The nursery is funded to provide free early years education to children aged three and four. It follows a Montessori philosophy. The nursery makes provision for children with special learning difficulties and/or learning disabilities and those learning English as an additional language. The nursery employs six members of staff. Of these, three hold a relevant qualification at level 3 and one holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes most aspects of the Early Years Foundation Stage well. As a result, children make good progress overall in their learning and development. Staff successfully meet all children's individual needs, including those needing language support and learning English as an additional language. Staff work well with outside professionals to improve outcomes for children. Partnerships with parents are good overall. The nursery evaluates practice effectively to drive continuous improvement and merge Montessori practice with the Early Years Foundation Stage successfully. As a result, staff show a strong capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve further systems to help children learn to form letters correctly, for example, by consistent modelling of letter formation by staff
- take further steps to promote children's understanding of healthy lifestyles by providing information to parents about what can be stored safely and about appropriate food content for children's packed lunches.

The effectiveness of leadership and management of the early years provision

Management and staff show good understanding of safeguarding children procedures and follow robust policies. All staff are subject to thorough background

checks to assess their suitability to work with children. There are effective yearly risk assessments and daily risk checks to maintain the safety of all children within the environment. Staff are well deployed to supervise children closely at all times. The attendance register is consistently well kept, which supports a swift emergency evacuation. Staff have practiced emergency drills to maintain safety and help children understand how to act in such circumstances. Policies and procedures are shared with parents, so all may understand lines of responsibility for children's welfare.

The nursery pays good attention to promoting diversity. Children learn about many cultures and festivals in appropriate ways. Equality is promoted well too, with all children able to use resources suitable for them. Overall, children make good progress in their learning in relation to their capabilities and starting points. Staff address children's separate needs and development by using other professionals when necessary, with whom there are useful partnerships. Staff are deployed well. They take individual groups daily to extend learning according to age and abilities. They support children's self-chosen play well. Good partnerships with local schools help children make a smooth transition when they leave the nursery.

Use of resources, including specialist Montessori equipment, supports children's learning and development exceptionally well. The manager ensures that Montessori teaching and activities complement all areas of the Early Years Foundation Stage. She has successfully adapted the environment to integrate both systems.

Positive relationships with parents help the nursery meet children's welfare needs, learning and development effectively. Parents report they are happy with the nursery and they contribute to nursery life. They support celebratory nursery activities, for example, by providing special foods, including cakes for the Queen's Diamond Jubilee. Parents' views are sought to help drive improvement of the provision. Recommendations from the previous report have been met. For instance, hand washing routines for the children to learn about cleanliness are now promoted well by staff. The introduction of free standing sunshades keeps children protected from the sun. The fire log book is regularly updated for swift evacuation to keep children safe. All these actions have improved the outcomes for children. The manager is very committed to enhancing and improving the provision and involves staff in assessing it. Good emphasis is placed on staff gaining further qualifications and undertaking regular training to drive improvement further.

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

All children are friendly and interact very well with staff and amongst themselves. Their behaviour is managed very well by staff and children's social skills are good. They are patient and listen to instructions carefully when necessary. Overall, children make good progress towards the early learning goals. They learn to be very independent and all develop good communication and thinking skills to equip them well for their future lives. Staff describe how children engage in a wide range

of activities to develop their literacy skills. Many children enjoy writing their names and also some words, such as 'love', 'mum' and 'dad'; however, not all older children form letters correctly when practising writing, as staff do not take a consistent approach. Children learning English as a second language get good support from staff and those with difficulty in language development and communication equally so. Younger children develop early counting skills, using their fingers to demonstrate. Older ones learn how to assemble complicated cuboids efficiently, so learning about shape. Children compare groups of objects and say whether they are 'bigger' or 'smaller'. Some eagerly engage in exploring and experimenting, such as when enjoying finding out about water and ideas of capacity. They immerse themselves in activities of their choice. Children enjoy working both in groups and independently. Overall, these experiences help children acquire useful skills for their future lives.

Children enjoy using their imaginations and being creative. They engage in role-play and enjoy using the tunnel and chairs as an 'aeroplane'. Some children pretend they 'go to the toyshop', making the most of the indoor space available. Children enjoy exploratory play and dig sand outside. Some paint outside, others use blackboards and chalks to draw pictures. Staff plan special experiences for children to learn about the world around them, so children observe ladybirds and tadpoles.

Overall, there are effective measures to ensure that children learn about safety such as using mops to avoid slipping on wet flooring. Staff use good systems to prevent the spread of cross infection, for example, by cleaning tables carefully before any food is eaten at them. Children manage their lunch bags independently and enjoy mostly healthy food. Staff do not advise parents as to healthy lunchbox content. Staff always praise children that have brought in healthy food, such as fruit. Hygiene is further promoted as children willingly follow a good hand washing routine. Children participate happily in physical activities, such as their own 'Olympics' and race one another, waiting patiently for their turn.

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	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	2
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

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