

Little Gems Montessori Nursery School

The Village Hall, Church Lane, Trottiscliffe, Kent, ME19 5EB

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| Inspection date | 17/10/2012 |
| Previous inspection date | 01/03/2011 |

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|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Children feel extremely safe in the setting because staff are sensitive to their needs and help them feel secure.
- Children make excellent progress in their learning and development. This is because staff have an excellent understanding of how young children develop and learn.
- The outstanding educational programme is extremely flexible and caters for all children's individual needs. It is compiled by highly trained, extremely experienced staff.
- The provider has high expectations of herself, her staff and the children. Her excellent procedures promote children's well being impressively.
- Staff have excellent relationships with parents. They continually discuss children's emerging needs and progress with parents, actively involving them in their children's learning. The parents also play an important role in decision making about the provision..

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector interviewed the provider and staff about the setting.
- The inspector talked to children and observed them working and playing.

Inspector

Linda Coccia

Full Report

Information about the setting

Little Gems Montessori Nursery opened in 2010 and operates from two rooms in a village hall, in Trottiscliffe, Kent. The nursery is accessible to people/children with disabilities. Children have access to a large outdoor play area and field. The nursery is currently open on Wednesday and Thursday from 9.15am to 3pm, during term time only. The provider is planning further openings.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It receives funding for the provision of free early education to children aged three and four years. There are currently four children aged from three years to under five years on roll. Occasionally older siblings may attend on school training days. The nursery employs five staff, all of whom hold appropriate early years qualifications at National Vocational Qualification level 4 and above. Staff use the Montessori Method of

learning to meet the requirements of the Early Years Foundation Stage.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- explore further ways to enhance children's outdoor learning experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provider and staff use the Montessori Method of learning for children. They follow an excellent Montessori educational programme that is matched exceptionally well to the learning and development requirements of the Early Years Foundation Stage. Staff instinctively support and challenge children in their learning recognising their different interests and learning styles. Excellent records of children's progress include regular and precise assessments of their abilities and include comments from parents which support the assessments of their children's progress. The staff use these assessments to provide outstanding support for children to acquire skills and increase their capacity to develop for the next stages of learning and their transitions to school. Children are extremely motivated and consistently display the characteristics of effective learning. Both they and staff evaluate each activity as they are used. This helps children to think about the activities and develop confidence in the choices they make. Children constantly exceed staff expectations. So much so that the provider has carried out additional research into children's engagement with Montessori materials and how the materials benefit the learning outcomes for children.

Children engage in interesting and absorbing activities. Children quickly learn about letters and the sounds they make by using everyday equipment. They create their own letter books with pictures beginning with each letter as they work through the alphabet. They extend this learning with other activities. For example, they may sew an image of the letter using wool and card. They use back-stitch to form a solid single line for easy recognition. Their excellent communication skills allow them to talk in detail about their paintings. They explain how apples grow on trees and the different types of trees they have in their garden. They listen carefully to sounds to distinguish if they are the same or different from one another. They use the sound boxes to group them together in different amounts and are beginning learn to add these numbers together.

Children make excellent progress in their personal and social development by interacting

closely with each other. For example, as they watch each other painting they voice their own views about the subject of the painting, sometimes offering their own suggestions for it. Children learn about the world as they operate tools and technical toys during their role play and other activities. They use maps and globes to learn about land mass and the sea and can identify where they live and how they can get to other places. Staff extend this learning by talking about the vast range of different people who live on the planet and discuss their different cultures and festivals. In this way children learn about and respect each other's differences. Children enjoy physical games indoors with staff but have less opportunities to play outdoors. Egg and spoon racing is a firm favourite with the children. They have fun trying to successfully carry the egg using only one hand. They concentrate hard, show good coordination and a competitive spirit. The children use everyday items in their play. These may seem un-interesting on their own but coupled with the skills of the staff in extending children's learning and the ways they motivate children, the everyday items become exciting toys and activities. Children are making excellent progress in their development and learning, given their starting points and abilities.

The contribution of the early years provision to the well-being of children

The provider's excellent care procedures and skilled, sensitive staff help children to feel physically and emotionally secure in the setting. This shows in the children's high levels of involvement in activities and developing independence in exploration. Children happily chatter to staff and disclose information about their home lives to them. There is a well established key person system in place but all staff develop close relationships with all the children in order that they feel confident with whichever member of staff they are interacting with. The highly stimulating environment provides children with full access to all of the toys and activities whenever they want them. The staff accompany the children to the outdoor area and supervise them closely. Children cannot use this area freely for a full range of activities because staff are not permitted to fence off an area. When outdoors children make excellent use of the exciting climbing frame and other large equipment in the public playground areas. They usually have sole use of these areas. The surrounding community areas and local countryside are put to excellent use for interesting and absorbing nature walks.

Children effectively learn about risks and how to manage them as they learn the rules for walks, outings and playing safely on large equipment. They also learn how to safely handle tools as they use appropriate equipment to prepare fruit for snack time and brooms to sweep up crumbs afterwards. Children are eager to co-operate with staff and are helped to feel good about themselves when they receive praise for their achievements. Safety is a high priority for the provider. Her excellent risk assessments show that she effectively monitors the environment to support children's growing understanding of how to keep themselves safe and healthy. Children also understand how physical exercise affects their bodies. This is because staff are skilful in their approach to the children's physical play and how they explain the benefits of physical exercise to them. Parents provide food for lunch time on the advice of the provider. Snacks are varied and the food provided is healthy and nutritious. Children are proficient in preparing their snacks and serving themselves. Children play exceptionally well together and enjoy each other's

company.

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

The provider has extremely high standards. These are made very clear in the setting's mission statement. The provider ensures all parents are aware of them by taking time to discuss them fully. The provider has excellent safeguarding procedures in place. The provider has used them very successfully to support children in times of need. All staff have attended child protection training and have an excellent understanding of how to implement the provider's internal procedures. For example, they contact the provider immediately when any concerns arise. The provider has an outstanding attitude regarding her responsibilities towards staff. She trusts them implicitly because they are highly qualified and extremely experienced in caring for young children. She selects staff, not only for their appropriate qualifications but also for their positive attitude in providing the very best for children. The provider's excellent induction programme, appraisal systems and training programmes allow staff to further their professional development. These, coupled with the provider's excellent monitoring of the impact of staff's practice, allow children to make excellent progress towards the early learning goals given their starting points. The provider monitors the outstanding educational programme and the innovative methods of learning every week. The programme is flexible enough to include each child's next steps for learning at short notice. In this way staff are able to identify children's needs quickly and meet them exceptionally well.

The provider has excellent procedures for partnership working with other health and care professionals. These allow staff to fully understand children's individual learning requirements, prepare in advance for children with special needs and/or disabilities starting at the setting, and offer excellent support for them and their families. There are also excellent partnerships between staff and parents of children who speak English as an additional language. For example, parents provide examples of children's home language while staff learn their pronunciations and discuss different home language words with children. The provider uses contracts with parents to clearly state her expectation of the high levels of their involvement with their children's learning. This has encouraged some parents to become so interested in the Montessori methods of learning that they have enrolled on training courses to learn more. The provider has also produced a full prospectus for parents giving useful information about the Early Years Foundation Stage and the Montessori methods used within the setting. This means that children benefit from their parents increased understanding of how they learn and develop.

The provider's self evaluation demonstrates her pursuit of excellence. She will not compromise the experience children have at the setting and every decision considers their needs first and foremost. Children talk to staff about the tasks they perform and if they enjoy them. Their views are important to the provider and she includes them in the evaluation along with those of their parents. Improvements are challenging and prioritised. This shows the provider is able to maintain the highest levels of achievement

for children over a sustained period of time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

Setting details

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| Unique reference number | EY416405 |
| Local authority | Kent |
| Inspection number | 884222 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 26 |
| Number of children on roll | 4 |
| Name of provider | The Partnership of Marianne and John de Blacquiere-Clarkson |
| Date of previous inspection | 01/03/2011 |
| Telephone number | 01892870740 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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