

Whitchurch Montessori Nursery

St. Peters Junior School, School Close, Greenlands, TAVISTOCK, Devon, PL19 9HW

Inspection date

Previous inspection date

16/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are happy and eager to learn. Children's independence is generally fostered well as they make their own choices in play from a well-organised environment indoors.
- Children make good progress in their learning and development. Staff know children well and provide tailored support to promote individual children's confidence, learning and development.
- Staff promote a caring ethos which children respond to positively, showing concern for each other and helping one another.
- Good partnerships with parents are established from the initial settling-in process and continue through regular communication. This promotes a shared approach to each child's care, learning and development.

It is not yet outstanding because

- The organisation of resources available to children in the outdoor area limits their choices in play when they are outside.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed the setting's web site.
- The inspector held meetings with the nominated person, key persons, talked with the children and took into account the views of parents and carers on the day.
- The inspector observed children's activities both indoors and at both the outdoors environments.

Inspector

Sara Frost

Full Report

Information about the setting

Whitchurch Montessori Nursery opened in 1980, registered in 1993 and moved to new premises in 2012. It is run by a voluntary committee of parents. The nursery operates from the community room at St Peters Church of England Junior School, Tavistock, Devon. There is a outdoor play area. There are currently 32 children on roll, aged from two to four years. The nursery is in receipt of funding for three- and four-year-olds. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is open Monday to Thursday from 9.15am to 3.45pm and Friday from 9.15am to 12.15pm during term time only There are currently four members

of staff, all of whom hold an early years qualification including one with Early Years Professional Status. The director holds the Montessori Diploma.

What the setting needs to do to improve further

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

- organise the outdoor area to readily provide children with a greater choice of activities in their play.

Inspection judgements

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

Children enter their nursery with ease. Those who initially are unsure as their parents and carers leave, soon settle as staff provide the appropriate and sensitive support that individual children need. The organisation of this well-resourced and stimulating classroom motivates and engages children in their play. As a result children remain fully occupied and show an eagerness to explore and learn. Staff actively support children to enhance their learning. They listen to the children and engage in conversations, giving children time to think questions through and respond.

Children practise gaining good hand and finger control in a number of activities. They carefully use hammer and nails to design and make pictures. Children become engrossed in activities as they draw up coloured water using a pipette and release it into various other receptacles. Staff enable younger children to learn about shape and colours as they complete jigsaws. They discuss straight edges and positioning of pieces. Staff use everyday play to widen children's learning. For example, staff describe a pizza they wish to order and children follow their guidance as they draw on their pad and form a recognisable picture. Staff then encourage to share their picture with others and to talk about shapes and types of food.

The nursery successfully combines the Montessori philosophy with the requirements of the Early Years Foundation Stage to ensure all seven areas of learning are covered. Staff plan a full programme of activities. This is then adapted to plan around individual children's next steps in learning. These are predominantly identified by each child's key person through regular observations and assessments. As a result children make good progress towards the early learning goals and, as they get older, this aids their transition to school.

Children enjoy joining in with singing their favourite songs. They confidently name letters,

relating these to everyday objects and friend's names. They enjoy stories and choose a book to share at home. Younger children show delight as they construct a tower out of bricks, building it taller than themselves and asking adults to help. Staff encourage children's imagination as they take turns to discuss with each other what is inside their 'magic box'. Children learn about the wider world as they celebrate festivals and learn about others in their community. They enjoy playing in the main enclosed outdoor area when the weather permits. This helps to develop their physical skills as they run around, throw and kick balls or ride on various types of wheeled bikes. Children also use a small covered outdoor area adjacent to the classroom on a daily basis. However, staff do not organise resources in this area effectively to make them easily accessible by the children. This restricts children's ability to choose.

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

Children confidently move around the nursery which shows how secure they feel. Staff clearly know the children well, and readily offer support to help children settle quickly. Younger children quickly develop confidence and independence, seeking help and support from staff when sought. For example, younger children ask that a particular member of staff sits with them at lunch time and this is acted on. This helps children to feel they are listened to, secure and safe. Staff fully respect children's individual needs as the 'settling-in' process is planned around each child.

There is a strong caring ethos in the nursery and staff give high priority to promoting children's personal, social and emotional development. Children show great care and concern for one another. For example, when a child becomes upset a friend helps them choose a book to take home. Children's behaviour is good because the staff are calm, patient and offer clear age-appropriate explanations. Older children are good role models; they share and show each other how to use some of the resources. Children listen to what they are told and follow simple instructions. For example, they stay still while staff pick up the nails which have fallen on the floor. Older children tidy away before moving onto their next chosen activity.

Children understand the importance of washing hands at appropriate times and independently go to wash their hands before helping to prepare snack. Staff promote children's understanding of keeping healthy as they discuss this throughout the day. Children tuck into a range of fresh fruit and breadsticks at snack time. Children who stay over the lunchtime period, eat packed lunches supplied from home. The nursery has a healthy eating policy and any new initiatives which the nursery becomes aware of are fully shared with parents. Such. Snacks and lunch are sociable occasions where children and staff discuss what they are eating, their favourite foods and who prepared their lunches. Staff encourage children to make appropriate choices with regards to what they should choose to eat first.

Staff promote children's understanding of safety through daily routines. For example, children learn to handle sharp knives correctly as they help staff prepare fruit for snack time. Children are reminded not to run around indoors as they might bump into their

friends and hurt them.

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

The safety and welfare of the children is promoted effectively. Staff demonstrate a good understanding of the safeguarding, welfare, learning and development requirements. The staff team are appropriately qualified, experienced and knowledgeable. They have worked together as a team prior to moving to the new premises. The nursery has not needed to employ any new staff but there is clear guidance for safe recruitment and vetting in place. Regular appraisals with staff allow the manager to monitor the ongoing suitability of staff and to discuss performance, any areas for development and training needs. For example, training has been organised for all staff in relation to the two-year-old assessment process.

The nursery supports student placements; it is the nursery manager's responsibility to ensure induction procedures are followed and that students are suitable to work with children. Children are further safeguarded as staff demonstrate a good knowledge of procedures to follow should they have concerns about a child in their care. Staff update their safeguarding training regularly to ensure they are familiar with the current guidelines. All staff working with the children have a current first aid qualification ensuring that children are well protected in the event of a minor accident.

There are good systems in place to monitor and evaluate the nursery and the effectiveness of the educational programme. Since moving to their new premises the manager and staff have consistently reviewed the provision to continue to provide a safe environment for children to play in. They have worked with the local authority seeking and acting upon advice given to improve the provision. Parental questionnaires are distributed on a yearly basis and responses are acted upon. All of which demonstrates the nursery's capacity to improve for the benefit of its users.

Staff have built a good working partnership with parents. They receive clear information about the nursery and activities provided in various formats. The nursery works well with parents, sharing children's achievements through learning journals and daily discussions. The sharing of children's work and achievements which occurs at the end of the session further aids working partnerships for the benefit for the child. Parents state how supportive the staff are throughout their child's time at the nursery. Systems have been set up for key persons whose children attend other settings to share information with these to provide a consistent approach to aid children's development. In addition there are links in place with local schools to aid transition for children when they move on.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

Unique reference number	EY444429
Local authority	Devon
Inspection number	807854
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	16
Number of children on roll	32
Name of provider	Whitchurch Montessori Nursery Group
Date of previous inspection	Not applicable
Telephone number	01822613927

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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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