

Montessori Pre-Schools Central

46 Southfield Road, Middlesbrough, Cleveland, TS1 3EU

Inspection date	28/01/2013
Previous inspection date	17/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 observed to be settled and happy. A well embedded key person system is in place. This ensures staff know children well and children are observed to have a strong bond with their 'special person'.
- Good systems are in place to monitor children's development. Staff use observations of children's progress and interests to challenge their learning and development. Tracking systems clearly show how children are making good progress towards the early learning goals.
- Self-evaluation is robust and takes into account the views of staff, external advisors, children and parents. Detailed and clear improvement plans are in place and are acted on quickly, which effectively drives future improvement and promotes outcomes for children and their families.

It is not yet outstanding because

- There are fewer opportunities for children to tackle a varied range of climbing equipment in the outdoor area.
- Resources with a variety of textures and weights to stimulate and encourage babies' interests are not readily available in the baby room.

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 observed activities in all the playrooms and outdoor area.
- The inspector met with the registered person and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's files, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector also took the account of the views of a parent spoken to on the day.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Montessori Pre-Schools Central was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the central area of Middlesbrough. The nursery serves the local area and is accessible to all children. It operates from a large converted house and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of child care staff, plus domestic help. Of these, six hold appropriate early years qualifications at level 2 or above. The setting also employs a French and Yoga teacher. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- improve opportunities for children to tackle a varied range of climbing equipment in the outdoor area
- improve opportunities for babies to explore a range of resources that are varied in texture and weight, to stimulate and encourage babies' interests further.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning and have implemented effective systems for observation, assessment and planning. Children's developmental files and tracking systems show how children are making good progress towards the early learning goals. Observations of children's interests and progress are used to plan challenging learning experiences for children. The next steps in children's learning are clearly highlighted for staff to follow when planning further activities. A key person system is in place and they provide information and activities for parents on how they can support their child's development at home. For example, the children in the pre-school room are given games and resources for parents to complete with them at home, helping to promote continuity in their learning. Transition arrangements are in place and staff work with parents to provide good support to children when moving from room to room and they prepare children well for school.

All children are keen to join in with planned adult-led activities. They have great fun joining in with short musical videos, copying actions to 'wake up their bodies' and to 'get their brains working'. This helps to develop their understanding that physical activity can be fun and good for you. Children also take part in a weekly Yoga session, helping them to explore new ways of moving. Opportunities to develop children's physical skills further are

regularly available. For example, children frequently visit local parks and play areas where they have access to a range of large play equipment. However, opportunities are fewer for children to tackle a varied range of climbing equipment in the outdoor.

Children are confident talkers. Staff develop their speech by giving them time to think about what they want to say and provide opportunities for children to talk about their interests. They repeat significant words and allow children time to repeat them, this helps to further develop their vocabulary.

Staff clearly link the Montessori learning programme and the Development Matters guidance to provide a challenging learning environment. They use snack and meals times very well to develop children's independence and self-help skills. For example, all children skilfully use tongs and spoons to serve their own meals and snacks. They pour their own drinks and staff support with lots of appropriate praise and encouragement.

Babies and young children show an interest in toys with buttons, flaps and simple mechanisms and are beginning to learn how to operate them. They laugh and giggle as they press buttons to make sounds and lights flash. However, resources with a variety of textures and weights to stimulate and encourage babies' interests are not readily available in the baby room.

Parents and other agencies have been fully involved in progress check for two-years-olds. These have been completed for all relevant children, and any concerns have been shared and acted on. Parents are also given information about activities they can do at home to ensure continuity in children's learning and development.

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

The well-established key person system helps children form secure attachments and promotes their well-being and independence. All children are happy, settled and are observed to enjoy their time at the setting. In addition, parents are communicated with daily to discuss their child's day.

All children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. Staff talk to children about road safety when out and about in the local environment. They demonstrate how to use pedestrian crossings and talk to children about safe practices, such as waiting for the 'green man' so they can cross the road safely.

Staff support children's growing independence, for example, they encourage them to wash and dry their own hands after messy play and before meals and snacks. They talk about washing the 'germs off' and making their hands 'nice and clean'. This helps to support children's understanding of keeping themselves healthy. The setting has a '5 Star Award' for food hygiene and has also received a 'Gold Award' from the local council for providing nutritionally balanced meals. All of which helps to promote children's welfare.

Children are very well behaved and staff provide lots of appropriate praise and

encouragement. Children have independent access to activities and resources, enabling them to make choices and decisions about what they do.

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

All staff have attended safeguarding training. They have a good knowledge of child protection issues, such as the signs and symptoms of abuse and neglect. They know whom to contact with any concerns and policies and procedures are implemented well. Children are able to move around safely and freely as daily checks are completed and written risk assessments are also in place for the nursery, outdoor play and outings. All of which helps to protect children's safety and welfare.

Robust systems are in place for staff supervision, support and training. Peer observations are completed regularly and all staff have regular appraisal meetings to highlight their future training needs. Planning and assessment systems are closely monitored to make sure they meet the individual learning needs of all children. The manager has a clear vision for future improvements. All staff, parents, children and external advisors are involved in the self-evaluation process. For example, a parents 'suggestion tree' and a comments book are readily available, and provides them with opportunities to give feedback on the service provided. Improvement plans are detailed and clearly show areas for development. These are acted on quickly to ensure outcomes for children and their families are promoted.

Development files, daily diaries and in-depth daily discussions provide parents with a wide range of information regarding children's care and learning needs. Carers state that the 'nursery has been a lifeline, the girls are fantastic, it is a really good setting and would highly recommend to anyone'. Links with other agencies are in place and help staff to support children's welfare and inclusion. For example, links have been developed with other agencies and providers to support children who speak English as an additional language.

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
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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	EY382560
Local authority	Middlesbrough
Inspection number	821600
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30

Number of children on roll	40
Name of provider	Mr Mohammed Afzal Khushi & Mrs Nargis Bano Afzal
Date of previous inspection	17/11/2009
Telephone number	01642 252 723

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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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