

Semley Montessori Nursery

Semley School, Semley, SHAFTESBURY, Dorset, SP7 9AU

Inspection date

Previous inspection date

12/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 are extremely happy and settled and show high levels of enthusiasm as they confidently join in activities in small groups and are equally happy to play independently with their chosen resources.
- Staff have high expectations for children and exemplary awareness of how young children learn. As a result, children make rapid progress in relation to their starting points.
- Partnerships with parents are highly effective and significantly contribute to children's well-being at the setting. Communication is excellent and parents are actively involved in their child's learning, both at the setting and at home.
- Children flourish in the very well-organised, safe, welcoming and inclusive environment. They settle extremely quickly, show very high levels of confidence and independence and are extremely motivated to learn.

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.

Inspection activities

- The inspector observed children taking part in activities indoors and outside and during snack time and care routines.
- Discussions were held with the provider and members of staff.
- The inspector took account of parents' views by speaking to them during the inspection and looking at completed parent questionnaires.
- The inspector looked at children's records and samples of other documentation and policies. The inspector carries out a joint observation with the manager in the classroom.

Inspector

Maria Lumley

Full Report

Information about the setting

Semley Montessori Nursery School is privately owned and registered in 2012. It took over from the previous registration which opened in 1985. The nursery operates in a building within the grounds of Semley Church of England Primary School, in Wiltshire. The nursery has sole use of the building and access to the enclosed school grounds and playground. The nursery school serves a wide rural area. It is registered on the Early Years Register. The nursery opens five mornings a week during term time. Sessions are from 9am to

12noon, with an optional lunch club until 1pm on Monday, Wednesday and Friday. Afternoon sessions are provided on Tuesdays and Thursdays from 12.30pm to 3pm. There are four staff who work with the children, of these two hold Montessori teaching qualifications. There are 30 children on roll.

What the setting needs to do to improve further

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

- enhance further the provision for mathematics by demonstrating the language for shape, position and measures in discussions, e.g.'in', 'on', 'inside', 'short', shorter', 'shortest' and 'full'.

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. They are highly motivated, secure and enthusiastic, which enables them to make rapid progress in their learning and development. Assessment of children's starting points on entry is highly effective due to the close working relationships that exist between the staff and parents. Parents are encouraged to share detailed information about children's likes, dislikes, stages of development and family background in a comprehensive 'All about me' document. This information is used as a starting point to settle individual children and identify appropriate 'next steps'. Parents are encouraged to complete 'Stories to share' sheets. These detail children's achievements at home. For example, a parent records that their child counted to 18 as they observe a digital clock at the train station. Staff transfer this information to the child's learning journal to effectively inform planning. Staff have a very good understanding of the characteristics of effective learning. Children are inspired to have a go at new activities when they see the older children play. They show resilience if they do not succeed first time and are happy to persist and solve problems.

Children excitedly congregate outside the nursery waiting for it to open. They share news with each other and talk about what they are going to do at nursery. A child asks their friend, 'Shall we look at books?' They part from their parents with ease, rushing in and quickly settling down at activities of their choice. This demonstrates they feel secure and have established close bonds with other children and staff.

An extensive range of resources, posters and play equipment reflects cultural diversity.

Children learn about the wider world through daily routines and well-planned celebrations, which include Chinese New Year. The children are captivated at group time as a member of staff shares a book about China. She reads with animation, pacing the story well and allowing children to become actively involved. The staff member hands a bag containing envelopes with Chinese writing on to the children. They are delighted to find coins, representing good luck. Children are completely engaged throughout circle time because it is consistently interactive. They listen with interest to each other and communicate confidently in the group situation.

Children are highly independent. They make choices about their play, helping themselves from the low-level resources. They confidently help to prepare the snacks and competently use tongs and spoons to serve the pieces of fruit and crackers. They stand on the step to access the sink where they spontaneously wash and dry their plates and cups. The children are clearly confident with the routines and complete these tasks competently requiring no support from adults.

Children are learning mathematical concepts through creative fun activities. For example, in the outdoor area they experiment with bamboo. They pour water, sand, rice and mud into the top of the bamboo and investigate speed and force. Children count at every day activities and manage simple calculations. For example, they count eight Chinese lanterns in the room. A member of staff points out that there are two more lanterns and asks the children how many there are in total. The children are quick to calculate the correct answer. Children independently match numerical symbols with their quantity as they use the wooden spoons. Children thoroughly enjoy using the Russian Dolls and spend considerable time lining them up in order of size and then stacking them inside each other. However, staff do not always extend children's awareness of mathematical language by modeling words such as 'inside' or 'shorter'.

Children thoroughly enjoy imaginary play and act out characters such as mummies and daddies. They talk to each other on the telephones and 'go shopping' together. Staff provide a box of school uniforms and the children put on the clothing, learning to manage skills such as doing up buttons, zips and laces. This means that they build excellent skills, which support their move to school or other settings. Staff write detailed two-year progress checks which highlights how children are progressing towards developmental milestones. These are shared with the parents and health visitors, promoting excellent consistency of care.

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

Children settle extremely well because staff have a thorough knowledge of their individual likes, needs and routines. The highly effective key person system and the excellent level of adult attention enables all children to form positive and trusting relationships with the staff. They go to staff for reassurance and cuddles when they hurt themselves at play. This provides them with a secure and safe environment for them to develop their confidence and self-esteem.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment. They are confident and develop warm and friendly relationships with staff and peers. Their artwork and photographs of themselves are put on display to boost children's self-esteem. Children's behaviour is exemplary and they have a very good awareness of right and wrong. The children are familiar with the nursery's strong emphasis on grace and courtesy, and respond positively to guidance from staff. Children respond immediately when the bell is rung, indicating time to meet up in the classroom for group time. They cooperate extremely well and help to lay down mats on the floor to sit on. Children develop excellent self-care skills. For example, putting on their own coats and gloves before going outside, attending to toileting needs and making healthy choices at lunch and snack times. Staff support children very well, so that they understand the importance of basic personal hygiene. They automatically wash their hands before they eat and after using the toilet. A child says, 'I need to wash off the germs, I don't want germs'.

Children learn about their own safety as they practise the fire drill, confidently evacuating the building. They take an active part in the outdoor risk assessments, checking that gates are secure and the area is clean. They take pride in their environment; ticking off the list indicating they have completed the task. Children respond immediately to changes in the safety of the environment. For example, getting paper towels and mopping the floor of spills at snack time. Children learn to adopt healthy lifestyles. They benefit from the free flow between the indoor and outdoor areas. They access outdoors in all weathers, actively putting on hats and coats. Once outside, they enjoy an extensive range of play such as competently negotiating speed and direction on their scooters. Children also relish playing with farms in dens, painting and creating obstacle courses using planks of wood and crates.

The environment is extremely well organised to provide space to move around freely. The outdoor space is an extension of the indoor classroom and caters for all areas for learning and development. Resources are displayed on low-level shelving to support children's independence and choice. Staff provide an exceptionally inclusive environment, allowing children to play on the floor, stand or sit at tables or lay on large soft cushions. These provide for individual preferences and they support children to become active learners who make rapid progress.

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

Staff have a comprehensive awareness of the safeguarding and welfare requirements. They have attended safeguarding training and are clear on procedures to follow should they have concerns about a child in their care. Staff undertake regular risk assessments for all areas used by the children and this creates an extremely safe environment for them to play. Staff are exceptionally vigilant during arrival and departure times, and this further protects children and keeps them safe. All visitors to the premises have their identification checked and they sign the record book. In addition to this, staff recruitment and vetting procedures are extremely thorough. New staff complete an extremely rigorous induction

when they start to enable them to have a comprehensive knowledge of their roles and responsibilities. These robust measures help to ensure children remain secure in this setting as all aspects of safety are given utmost priority.

The manager has high expectations and sets high standards, which the staff embed across all areas of their practice. The small staff team work very effectively, they share ideas, skills and knowledge which contributes to the wide range of exciting activities they plan for children. There is a strong commitment to ongoing training to enhance staff's knowledge and skills. Staff are highly effective in delivering the Early Years Foundation Stage. They use their expertise to combine this with the Montessori method of education. As a result, children experience rich, highly stimulating activities and opportunities that are varied and promote equal opportunities.

The staff team show an excellent understanding of the learning and development requirements. Their extremely close monitoring of children's progress helps them successfully identify any gaps or differences in learning, such as where children learn better in an outdoor environment. This enables staff to adapt activities and plan according to individual learning styles as well as needs. Staff constantly reflect on their practice and review the provision to evaluate areas for development. For example, staff observe children's delight as they explore the recent snow, digging, filling and emptying buckets. As a result, staff introduce a 'mud kitchen' where children can recreate this play. Staff take very effective steps to develop the setting. For example, reorganising the use of space and resources to create suitable play areas for the younger children's afternoon session. This enhances their planning of small group activities for children in different age groups.

Partnerships' with parents are exemplary. Parents are fully involved with all aspects of their child's learning and care. Their views are sought through discussions and involvement in children's records of learning and questionnaires. Parents benefit from an extensive array of information displayed on the parent's notice board and regular updates in newsletters. Parents express their appreciation of the welcoming, professional approach of the setting and value the service they provide very highly. A parent reports that the nursery is calm and relaxed and her child thrives in this environment. Staff also build very effective partnerships with other early years providers and feeder schools, sharing information frequently to ensure child benefit from a highly consistent approach.

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	EY448754
Local authority	Wiltshire
Inspection number	881094
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	17
Number of children on roll	30
Name of provider	Virginia Julia Laurence Sewell
Date of previous inspection	Not applicable
Telephone number	07971423299

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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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