

Moniques Montessori Day Nursery

41 Chipstead Lane, Sevenoaks, Kent, TN13 2AJ

Inspection date

18/04/2013

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The setting successfully promotes independence and choice for children so they are confident about choosing and organising their own play and learning.
- Partnerships with parents are positive. Parents value the dedication of staff and how much care they take to ensure they understand children's individual needs.
- Staff are continuously reviewing the provision and developing imaginative and interesting resources and opportunities for children to play indoors and out.

It is not yet good because

- The risk assessments do not have regard for the adult to child ratios to help keep children safe on outings or details of reducing potential hazards to sleeping children.
- Children do not always have suitable bedding or a quiet place to sleep.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 carried out a joint inspection with the acting manager.
- The inspector observed children and staff, indoors and outside.
- The inspector discussed the settings self-evaluation form.
- The inspector sampled records, policies and procedures.
- The inspector spoke to a number of parents on the day of inspection.

Inspector
Susan Scott

Full Report

Information about the setting

Moniques Montessori Day Nursery opened in 1989. It is privately owned and operates from a converted house on three levels. The nursery is situated in a residential area in Sevenoaks, Kent. The nursery is open each weekday from 8.00am to 6pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 46 children aged from three months to under eight years on roll. Children come from the local and surrounding area. The nursery supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. There are 17 members of staff; 13 of whom hold appropriate early years and/or Montessori qualifications and two are near to completing a Montessori qualification. Other staff are employed to support the running of the nursery. The setting operates in line with the Montessori educational philosophy and is in receipt of funding for free early education for three and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve systems of risk assessment to ensure these include all aspects of the environment that need to be checked on a regular basis, including children's sleeping arrangements; and that risk assessments for outings consider appropriate adult to child ratios to keep children safe
- provide appropriate bedding and a quiet space for children who wish to sleep or lay down to relax comfortably.

Inspection judgements

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

The atmosphere of the nursery is welcoming and purposeful. Children clearly enjoy learning through play. All children are happy and keen to choose their play from interesting experiences offered. Staff support and stimulate children's learning and provide individual attention whenever it is needed. For example, staff support younger children who are less confident in the circle time routine so that they are not left out. Staff use good teaching techniques, which helps to ensure all children make good progress. For example, staff build upon children's enthusiasm for singing by encouraging them to sing

quietly and then loudly. The children are all interested in the activity because it is challenging and fun. Children build upon their understanding of mathematics by exploring different rhythms which they clap along to while singing. Older children are challenged by staff who organise the singing and clapping into two groups of children. They put these groups together so that a small group sings a simple song, clapping to the rhythm. Meanwhile, the larger group sing their song at the same time. The children clearly enjoy this activity and find it challenging as it makes them concentrate hard. Children also discuss the date and month and can offer their observations on the weather, so that they can all learn about the seasons.

Staff talk to children clearly, making good suggestions and encouraging children to think about what they are doing. They extend children's vocabularies by describing what children do. For instance, they help children understand how things work when they are outside using the water tray, which has channels, water wheels and a gate. Children demonstrate and explain why the water level changes when they lift the gate and how the wheel works, both creating waves and when used as a bridge. Children showing their enthusiasm for their learning because they have a variety of choices, both in the resources they select and in how they use these. For example, children can dig and scoop in the sand, but one child says she has made a birthday cake and spontaneously sings the happy birthday song to her doll.

Staff successfully support mark-making activities to encourage children's developing writing skills. Older children confidently recognise their names on their place mats for lunch and staff support younger children so they learn to recognise their names. Children learning English as an additional language are able to hear staff using familiar words in their home language, which enables them to feel able to use books that reveal language are able to use books that reflect their home language, which enables them to feel confident. They benefit from opportunities to play with artefacts from other cultures and to observe diversity in the pictures that are on display.

Children who prefer to learn outdoors do so daily, and can use the garden and covered areas. Most children are keen to use the outdoor areas, which challenges them to extend their physical skills by using some sit and ride toys. Babies are able to develop their physical skills outside and indoors. They learn to walk with support from staff, and build their coordination by climbing the small wooden steps inside the baby room. All children develop their fine physical skills by enjoying exploring the art activities. Babies practise gaining good hand and finger control by using the small car run. Children use age appropriate cutlery and competently serve themselves at lunchtime from the bowls on their tables.

Staff plan children's experiences to cover the seven areas of learning, inside and out. They plan activities and support individuals well so that every child experiences a relevant and interesting programme of activities. Children can choose from a wide range of materials and resources that interest and challenge them. The system for recording observations and assessments is being revised as staff have discovered a more flexible process. Staff have designed new records based on the Early Years Foundation Stage that they can complete manually to show each child's achievements and progress. Planning relies on the skills of staff who are adept at responding to children's individual interests, based on

information they gather from parents and frequent observations of children's play. Staff establish what children can do when they first start through talking with parents about their child's development and their needs. Babies have daily diaries that are readily available to parents which supplement their progress folders.

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

All children participate in the activities happily, including those who have started only recently. This is because there is a calm atmosphere and children are able to build trusting relationships with staff. Each child has a key person. This helps staff establish secure emotional attachments to help children to feel safe, so they quickly develop confidence and independence. For instance, older children take responsibility for laying out the cups and plates for lunch. The routines in the baby room follow their individual needs so that babies can sleep and eat when they need to. However, staff do not always provide suitable bedding or appropriate sleeping arrangements for all children in the nursery. Young babies sleep in cots in an upstairs sleep room; whereas toddlers, who need to rest or sleep and who no longer use cots, sleep on a carpet square coupled with a cushion. They frequently roll off these cushions so that they are laying on the floor. This arrangement does not provide children with suitable bedding, as required. Furthermore, the corridor leading to the nappy changing area is used for sleeping toddlers, where there is insufficient room for adults or children to step past them safely. This does not provide children with a quiet space to rest or sleep, as required. These are breaches of the safeguarding and welfare requirements and compromise children's welfare and well-being. This demonstrates the systems for monitoring children's well-being through effective risk assessment are not sufficiently rigorous.

Staff make clear their expectations of children's behaviour and children quickly learn good manners, saying please and thank you when appropriate. Children share and negotiate well. They occasionally appeal to staff if other children do not share toys appropriately. Staff organise themselves effectively and make sure they are always available to join in with children's play or provide support for children's care needs. For example, they are vigilant about supporting babies and respond to cries by picking them up and giving positive attention to reassure them. Children's understanding of safety is emphasised when they go downstairs and they are reminded to take care by holding onto the banister rail.

Children demonstrate independence in their personal care; older children understand when and why they need to wash their hands. One child says this is to stop them getting their food dirty, and obviously appreciates the risk. Children learn to manage their own needs at lunchtimes, serving themselves by competently using large spoons and managing their own cutlery. They display healthy appetites for the freshly cooked and balanced meals and all their dietary needs are well catered for. For example, the nursery provides vegetarian if needed. Medication is managed by staff who have had appropriate training from parents and a nurse. Children benefit from the social opportunities provided at mealtimes and the clear rules and expectations. They make friends and learn self-care skills, which boosts their self-confidence. These routines help them to prepare for their

eventual move to school.

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

This inspection was brought forward following a concern raised regarding children's accidents, outings procedures and staff suitability. The inspection found that the nursery follows suitable recruitment procedures and there are sufficient staff who are suitably qualified working with children. Staff who hold positions of responsibility are all aware of which events they must notify Ofsted. They understand the reporting timescales and the importance of keeping detailed records. General risk assessments take place to help promote children's safety and their well-being, although these are not fully effective. The inspection found that although children regularly go out in the locality with staff, such as to the local park, the risk assessments for these outings do not consider staff ratios. Consequently, the ratio of adults to children when on outings is not sufficient to address situations that may arise. For example, ratios do not allow for adult assistance if one member of staff is occupied dealing with a child's accident or incident. This does not enable staff to fully support children's individual needs outside the setting and potentially compromises their welfare and well-being. As a result of the inspection findings, the nursery is required to take further action. This is because they have not complied with the requirements relating to risk assessments to ensure these include all aspects of the environment that need to be checked on a regular basis, with particular regard to considering adult to child ratios on outings, as set out in the Statutory Framework for the Early Years Foundation Stage. This breach of requirements also applies to the Childcare Register.

The staff are trained in safeguarding procedures so that they know how to respond to concerns about child protection. The staff team participate in a programme of professional development to meet the varied needs of children attending. Staff evaluate the activities and provision on a regular basis, and offer a varied and interesting programme that covers all areas of learning effectively. The staff make reliable assessments of children's abilities and progress and deliver learning experiences that challenge every child.

Children show they feel secure in the setting overall. They have confidence in the staff and receive support when they are playing and learning at the nursery and in the garden. For example, staff respond promptly when children need adult attention and children ask staff to intervene if they need help or support. First aid trained staff attend to children's minor accidents, complete accident records promptly and share these with the relevant parents. However, sleeping arrangements for all children are not always appropriate.

Staff form strong relationships with their key children. Any children who need extra help or support are identified and staff share information and strategies with parents, making them effective. Self-evaluation is used to help identify and address any issues noted by the staff and they respond to any suggestions and ideas of parents. For example, at the last inspection a recommendation was made to encourage parental contributions to their children's records and this has been achieved.

Children access a variety of attractive toys and resources which are available in low units or shelves and boxes. For instance, these offer children opportunities to self-select from a variety of well-organised art materials, which encourages and extends the use of art and crafts. The premises are spacious and brightly decorated with pictures and posters to prompt creativity and discussion. Children use the indoor and outdoor areas for different activities, providing them with a change of scenery and opportunity to engage in noisy or quiet activities throughout the day.

Parents are pleased with the provision and those spoken to feel they receive a good service. They have very good relationships with staff and find them very approachable and supportive. Parents are familiar with their children's development and progress because they receive verbal and written feedback in the form of regular reports. Staff are happy to work with specialist agencies or professionals if there are concerns about children's individual needs. Staff implement the advice they provide to support children appropriately. The provision values their relationship with the local teachers who visit the setting. These relationships and the learning activities help to prepare children for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to outings and children's sleeping arrangements (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to outings and children's sleeping arrangements (voluntary part of the Childcare Register)

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 action. 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	127387
Local authority	Kent
Inspection number	913810
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	27
Number of children on roll	46
Name of provider	Monica Denise Maria Purdy
Date of previous inspection	03/11/2009
Telephone number	01732 452931

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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, which are usually the childminder's 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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