

Townsend Montessori

Sure Start Centre, Jewell Road, Townsend, Bournemouth, BH8 0LT

Inspection date	30/04/2013
Previous inspection date	27/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have high expectations for children and an exemplary awareness of how young children learn. As a result, children make rapid progress in relation to their starting points.
- Children's behaviour is exemplary. They show exceptionally high levels of care and consideration for their friends and the world around them.
- Children flourish in the very well-organised, safe, welcoming and highly inclusive environment. They settle extremely quickly, show very high levels of confidence and independence and are extremely motivated to learn.
- Children are extremely happy and settled and show high levels of enthusiasm as they confidently join in activities in small groups. They are equally happy to play independently with their chosen resources.

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

Inspection activities

- The inspector observed children taking part in activities indoors, outside and during snack time and care routines.
- The inspector had discussions with the provider and members of staff at appropriate times.
- The inspector spoke to several parents' to gain their views.
- The inspector looked at children's records and samples of other documentation and policies.
- The inspector completed a joint observation with manager in the outdoor classroom.

Inspector

Maria Lumley

Full Report

Information about the setting

Townsend Montessori registered in December 2009 and is part of a chain of nurseries owned by Shepherd Montessori Schools Limited. The nursery operates from the Sure Start Centre in Townsend, Bournemouth, Dorset. The nursery is privately owned, run as a non-profit organisation. It is open Monday to Friday, term time only. Currently sessions run on Tuesdays and Thursdays each morning from 9.15am to 12.15pm, with three full days offered on a Monday, Wednesday and Friday between 9.15am to 4.15pm. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 46 children on roll, all of whom are in the early years age range. The nursery is in receipt of the government funding for early education. They cater for children with special educational needs and/or disabilities. It offers use of a main classroom, an outdoor classroom, toilets, a kitchen and a store room. There is an enclosed outdoor play area. The nursery employs a qualified manager who holds a National Vocational Qualification at level 4 in early years. She is supported by eight members of staff, six of whom hold a recognised childcare qualification and one who is working towards one.

What the setting needs to do to improve further

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

- enhance the range of resources that provide positive images of all children including those with diverse physical characteristics, including disabilities to help them learn to respect and value differences.

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 they learn through play. They are highly motivated, secure and enthusiastic, which enables them to make rapid progress in their learning and development. Staff's understanding of the learning and development requirements is exceptional and children receive excellent learning experiences throughout the daily routine. The process of observation and assessment is extremely successful, which results in very clear planning for children's individual interests.

Children have developed close attachments to staff and friends, they are eager to enter the nursery, waiting outside with anticipation for it to open. They talk excitedly to their friends saying, 'Do you want to play with me today'. Staff greet children and parents by name, making them feel valued and welcome. This helps children feel secure and to

establish secure, close bonds with other children and staff. Children are highly independent. They make choices about their play, helping themselves from the low-level resources. They confidently help to prepare vegetables for lunch and set out the tables in the dining area. Children spontaneously wash and dry their plates and cups. They are clearly confident with the routines and complete these tasks competently requiring no support from adults. Children learn 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 the next stage in their learning. Staff write detailed two-year progress checks which highlights how children are progressing towards developmental milestones. These are actively shared with the parents and health visitors, promoting excellent consistency of care.

Children are making excellent progress in their communication, language and literacy development. They thoroughly enjoy sitting in the cosy book area and looking at books alone and with staff. Staff read stories with animation which captures and sustains children's attention. The member of staff is very skilled and holds the book facing the children and paces the story well to give children time to engage and contribute to the story. Children are spell-bound and listen attentively, enjoying excellent first-hand experiences that encourage exploration, experimentation and critical thinking. For example, they learn about the life cycle of butterflies and observe and investigate how caterpillars enclose themselves into cocoons before they change into butterflies. In addition, children have superb experiences to learn about plant growth. They take the buds of carnations and dip them in rooting compound and place them in soil. Children search in the garden for a sunny, protected spot in which to place the vulnerable buds, knowing they need to be treated with care.

Staff place the promotion of equality and diversity at the heart of all their work. They are very successful at integrating all children and provide superb opportunities for children to be fully included. Staff work exceptionally well with wide a range of professional agencies to achieve this. All children, including those with special educational needs and/or disabilities benefit from a very positive and rewarding experience. They spend some time in the special educational needs room where they show great delight as they watch bubbles travel up and down the tubes. Children show security and relaxation as they lay down on large apparatus and their key persons gently swings them. Children with special educational needs are fully integrated within the nursery and enjoy rolling balls back and forth to children in the main classroom. Children have excellent opportunities to learn about diversity through the exciting activities provided. For example during the festival of Chinese Year a visitor to the nursery talks to the children about the 12 animals in the Chinese calendar. They make and decorate the rooms with lanterns and use chop sticks to eat noodles. There is an excellent range of resources to support children learning about different ethnicity and the wider world. However, there are fewer resources to support children's awareness of disability.

Children thoroughly enjoy imaginary play; children dress up, proudly saying, 'Look I'm a prince'. This instigates making crowns; children get paper and carefully cut out zig zags to create points, handling scissors with dexterity and accuracy. Children use resources creatively, a child decides they want to plait lengths of net to add to their crown but do not know how to achieve this. Staff are highly skilled at supporting the children and clearly

demonstrate and talk through how to plait the net. With staff's guidance the children have the confidence to try, and with gentle praise and encouragement they succeed at the task and are delighted with the end result.

Children have excellent access to new technology to support their learning and to help them develop skills that contribute to their future economic well-being. For example, they capably operate cameras, turning them on, pointing them at friends and objects and pressing buttons to capture images. The children confidently press the view button to look at the pictures they have taken. They take part in science activities such as the 'Candle and Air' experiment. They are completely mesmerised as they watch a candle's flames expire and liquid be drawn into an upturned jar.

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 needs and extended families. The highly effective key person system and the excellent level of adult attention enable all children to form positive and trusting relationships with the staff. Children confidently approach staff throughout the session when they need assistance and when they want staff to join in their play. This provides them with a very secure and safe environment for them to develop their confidence and self-esteem.

Children benefit from the outstanding learning environments. They freely move freely from the bright, inviting classroom to the exceptionally inspiring outdoor classroom and garden. All areas provide an abundance of resources that support all areas of children's learning and development. These have been thoughtfully arranged in low-level, open ended units to ensure that they are accessible to all children.

Children take part in an excellent range of activities, enhancing their physical development, developing their balancing skills and their awareness of space. For example, they eagerly dig trenches to plant willow trees. They master the spades exceptionally well, using their foot to push the tool down into the soil. A child says, 'My spade is very big and I can dig deep'. Whilst digging children come across worms and ants and show high levels of curiosity as they rush and get magnifying glasses to examine the creatures. They study them closely saying, 'Look what I found, they are wiggly'. Children transfer the worms to the nursery wormery. Children attempt to construct a balance beam but struggle to slot the pieces together. Staff support the children exceptionally well and demonstrate how to slot the pieces together. This clear example and demonstration gives children the skills they need to complete the task. Children focus and create a balance beam on which they walk across. They show good control of their bodies spreading their arms out to aid balance and succeed their travel across the beam.

Children learn the benefits of a healthy lifestyle exceptionally well through the provision of healthy, nutritious, freshly cooked meals. These are prepared by the chef and take into account children's dietary requirements. Children freely select fresh fruit from the rolling snack bar and help themselves to fresh drinking water throughout the day. Excellent hygiene routines promote children's independence and self-care skills. For example,

children visit an area where there are tissues and a mirror. This supports them in taking care of their own nose wiping. Children develop an excellent knowledge of keeping safe and secure as staff gently remind them of the simple rules, such as using tools safely. For example, holding scissors and knives safely to avoid accidents. They competently keep the environment free from hazards by returning resources to their correct area and helping to sweep up leaves as they get trodden into the classroom. Their efforts minimise the risk of trips and falls. Children take part in safety activities delivered by an outside agency; this helps them to understand the importance of road safety and stranger danger.

Staff build up exceptionally close relationships with children. They praise and encourage children's achievements, acting as outstandingly good role models and nursery clear boundaries. The children are familiar with the nursery's strong emphasis on grace and courtesy, and respond positively to guidance from staff. As a result children's behaviour is exemplary and they thoroughly enjoy their time spent at the nursery as they learn appropriate social and independent skills.

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

Staff have an excellent understanding of the Early Years Foundation Stage which is complemented by the Montessori philosophy. Staff are very successful in planning an excellent range of activities to allow children to explore, investigate, question and develop a love of learning. The nursery school provides a highly inspirational learning environment for all children. They regularly meet with parents to discuss children's learning and the video observations are an excellent way of sharing first hand what the children are achieving.

Staff have a comprehensive awareness of safeguarding issues. This includes new staff who complete a thorough induction when they start to enable them to have a detailed knowledge of their roles and responsibilities. Staff undertake thorough risk assessments for all areas used by the children on a daily basis. This creates an extremely safe environment for them to play and means children cannot leave the premises unsupervised by staff or parents and carers. Staff are exceptionally vigilant during arrival and departure times, and this further protects children and keeps them safe. Robust recruitment and vetting procedures mean staff's suitability to work with children is rigorously assessed. All visitors to the premises have their identification checked and they sign the record book. Effective policies and procedures support staff in their practices; which they consistently review in line with legislation and guidance. Children strongly benefit from a high ratio of staff to children and good continuity of care through the excellent staffing arrangements. This also allows children to move safely and freely to play in areas of their choice in the spacious rooms and outside play area. All staff are very clear on their responsibility to keep children safe. They know the signs and symptoms of abuse and neglect and are confident with the nursery's safeguarding policy. The manager is the designated safeguarding officer for the nursery and is highly trained and exceptionally knowledgeable about child protection.

The manager has high expectations and sets high standards which the nursery school embeds across all areas of their practice. Staff work extremely effectively as a team, they share ideas, skills and knowledge which contributes to the wide range of exciting activities they plan for children. All staff fully contribute to an ongoing evaluation of the effectiveness of the nursery. The valued suggestions and support from children, parents and the early years team further enhance this process. The capacity for sustained improvement is outstanding; staff are planning to introduce home visits for new families to further develop the excellent partnership with parents that are already in place. Staff are highly motivated and continually update their skills and knowledge through training. They are supervised extremely well which results in excellent practice. Their highly successful team work and individual creativity results in children making excellent progress in their learning and development.

Staff work and communicate exceptionally well with parents. They fully consult with them on their children's development. They meet regularly with staff to discuss their children's achievements and to contribute to planning the next steps in their children's learning. Parents are overwhelmingly supportive and speak highly of the nursery. They say the nursery is 'fantastic' and that their children receive 'excellent care'. Parents state that staff are very supportive of the whole family and have shared ideas to support childcare issues such as managing behaviour. The manager demonstrates an exemplary commitment towards working in partnerships with other providers. There are superb links with the children's centre and local schools to enable continued progression of children's care, learning and development.

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 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	EY402614
Local authority	Bournemouth
Inspection number	916692
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	46
Name of provider	Shepherd Montessori Schools Limited
Date of previous inspection	27/04/2010
Telephone number	01202 391 258

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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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