

New World Montessori

St. Anselm Catholic Hall, Lower Green Rd, Pembury, Tunbridge Wells, Kent, TN2 4DZ

Inspection date

08/05/2013

Previous inspection date

14/10/2010

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 happy, active and enthusiastic learners and quickly grow in self-confidence because of the good relationships they have with staff.
- Staff promote children's physical development successfully, so that they make good progress in understanding the importance of good health.
- Staff promote children's personal, social and emotional development effectively. Therefore, children gain good levels of self-esteem and confidence as they interact positively with staff and each other.
- There are good relationships with local schools and the teachers, who are in regular contact, easing the move into school.

It is not yet outstanding because

- Staff do not always fully encourage parents to engage in their children's learning in the nursery and at home.
- Creative activities do not always promote children's developing imagination skills.

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.

Inspection activities

- The inspector had discussions with the manager of the nursery and staff members.
- The inspector looked at a selection of documentation, including key policies to support the safety of the children and children's learning and development records.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- Four parents were interviewed and their views taken into account.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

New World Montessori registered in 2010. It operates from a church hall in Pembury, near Tunbridge Wells, Kent. The group has use of the main hall and there is access to a kitchen and toilet facilities. There is also an enclosed outdoor play area. The nursery is open on Mondays and Wednesdays from 9am until 1pm. It is open on Tuesdays and Thursdays from 9am until 4pm. The nursery is open for 38 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 25 children in the early years age group; children attend at different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and with English as an additional language.

There are three members of staff, including the manager who work with the children. All staff hold a recognised early years qualification to National Vocational Qualification level 3. The setting follows the Montessori educational philosophy.

What the setting needs to do to improve further

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

- involve parents in practical ways to support their children's learning and development and gather their views on a regular basis regarding their children's progress
- help children to express their own ideas in art and design, use their skills and explore concepts through their representations.

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 all children clearly enjoy learning through play. Staff plan children's experiences to cover the seven areas of learning, inside and outdoors. The plans take account of the next stages identified by each key person so that every child experiences a relevant and interesting programme of activities. Planning is adapted to respond to children's individual needs, based on information obtained from parents and frequent observations of children's play. Staff establish what children can do when they first start through observations and talking with parents.

Children explore a range of media, such as paint, water and sand. Examples of artwork are displayed on walls, which supports children to feel that their creations are valued. However currently, some of the art and craft activities are adult planned and staff are use photocopied pictures or cut out shapes for the children to use. This does not fully extend children's creativity as they have fewer opportunities to initiate their own art and craft activities.

Children take part in an exciting variety of experiences out doors, which helps children develop their physical abilities. The nursery have a very inviting book area that draws children in, and adults read favourite stories in lively voices to encourage children's interest in books. Children read to themselves and their friends, remembering which animal is hiding under the flaps and recounting stories. Children learn about the world around them and the diversity in society through books, and visits in the local community.

Children learn about weights and measure as they enjoy cooking experiences, making chocolate cup cakes, bread and biscuits. They discuss their own experience in cooking at home. The children develop their conversation skills, learning to listen and speak in turn. They feel valued because their opinions and ideas receive positive responses from an interested adult. Staff provide children with good access to technological equipment. As a result, children are able to operate equipment to play music or listen to a story independently. Additionally, staff help children to incorporate mathematical concepts through their play. Older children show they can concentrate for sustained periods, for example, when building with coloured construction bricks and when absorbed in their imaginary games.

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

Children settle well at nursery because staff are genuinely pleased to see them each day. Consequently, they happily leave their parents and carers on arrival; settle quickly to their chosen activity, chatting happily to their friends. This supports their personal, social and emotional development. Children are allocated a key person, who is responsible for promoting each child's well-being and learning. These key persons develop and maintain strong relationships with parents and regularly inform them of their children's progress. Staff use a summary form to record details for the required progress check for children who are aged between two and three years. Staff complete this in partnership with parents and it provides a clear record of their children's progress.

The nursery is well resourced. Staff provide a welcoming environment for children and parents. Staff act as good role models and are deployed effectively to support the children's individual needs. Children grow in independence as they learn to do things for themselves. They are encouraged to wash their hands before eating a snack, to take themselves to the toilet, put their coats and shoes on and off and learn to recognise their written name. All children are encouraged to help themselves to tissues to wipe their nose and then to dispose of these in the bin so they develop an understanding of hygiene. Staff share helpful advice with parents about the provision, such as nutritious and balanced

packed lunches. Children ably help themselves to drinking water or milk throughout the morning at the healthy snack bar.

Children learn to keep themselves safe through consistent messages from the staff, such as not running indoors. Younger children are reminded not to throw toys in the home corner and are given clear explanations. There are highly positive relationships between staff and children. Staff regularly talk about feelings, using visual aids helping children to understand different emotions. As a result, children feel able to say how they are feeling and this helps staff promote their well-being. Children are supported well in their development. Staff help them learn how to cooperate, to behave according to expectations as well as self-care skills. Consequently, all children enjoy their experiences at nursery.

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

The provider implements the requirements of the Statutory Framework for the Early Years Foundation Stage. Children are protected by the good arrangements in place to implement these requirements, including those for safeguarding children. Staff have a secure knowledge of the systems to follow if they have any concerns about a child. They relate safeguarding to all aspects of their practice, including child protection, fire safety, security and children's safety. Staff complete daily checks and effective risk assessments to ensure the continued safety of the children. Effective recruitment procedures ensure all staff are competent, qualified and/or experienced and cleared to work at the nursery.

Staff work together to complete a written self-evaluation and value the input of the parents sought through questionnaires. They use any feedback from them to make improvements when needed. Regular staff meetings support them with their ongoing professional development. Appraisals are planned and help to identify further training needs to ensure staff have the essential skills needed to help young children learn. Systems to evaluate practice are effective. All staff continuously reflect on practice and systems, and demonstrate that they show a clear willingness to make ongoing improvements.

Parents are enthusiastic about the provision and describe staff as very easy to approach, saying how much they trust them. Parents feel their children are well supported and that staff take time to get to know them well. Parents are familiar with their children's development and progress because they receive verbal feedback as well as a written report. However, staff do not actively engage all parents in supporting their child's learning at home and contributing to the assessment processes. Parents spoken to at the inspection all reported that their children are making good progress and developing skills to support their move to school. Staff establish good links with other early years providers in the area including local nurseries and schools. Contacts with other outside agencies are also good and enable staff to support children's individual needs.

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	EY402033
Local authority	Kent
Inspection number	816197
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	25
Name of provider	Odile Michele Daniele Sagot-Smith
Date of previous inspection	14/10/2010
Telephone number	07787155247

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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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