

Inspection date	21/05/2013
Previous inspection date	03/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 an outstanding knowledge of the Early Years Foundation Stage. They are extremely skilled in using the Montessori teaching techniques and different learning strategies to promote children's rapid development.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Robust systems for observation, planning and assessment are in place. This ensures that an excellent range of challenging age and stage appropriate activities are available for the children to support their learning and development.
- Exceptionally secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- Excellent self-evaluation and exemplary practice is in place which consistently identifies developments that continuously improve quality.
- Highly positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

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 observed activities in all the playrooms and observed children at play in the outdoor areas, and a tour of the premises was completed.
- The inspector held meetings with the owner and spoke with children and staff, including key persons, at appropriate times throughout the inspection.
- The inspector sampled a range of documentation which included, staff suitability checks, the self-assessment information, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector looked at management information supporting the organisation of the nursery, reviewed the registration and staffing procedures for the safety and welfare of children, and procedures and information linking to food and the dietary needs of children were seen.
- The inspector took account the views of parents and carers spoken to on the day and of written feedback.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Malton Montessori School and Nursery was registered in 1996 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian house and purpose-built annexe on the outskirts of the town of Malton, North Yorkshire. The nursery is privately owned and managed and serves the local and surrounding rural areas. The nursery operates from the ground floor in the main house and the adjacent single storey annex. There are enclosed areas available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, three staff have Montessori qualifications and one member of staff has a Forest School qualification. There is additional support staff employed, including a cook, housekeeper and administrative support.

The nursery opens Monday to Friday for 47 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 61 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery follows the Montessori approach to education and early years.

What the setting needs to do to improve further

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

- enhance the already highly effective partnerships in place with parents to enable them to further support their children's learning at home.

Inspection judgements

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

The staff team have an outstanding knowledge of the Statutory framework for the Early Years Foundation Stage. They successfully incorporate the Montessori approach to education and use this effectively and consistently to exceptionally support children in their learning and development. The environment is highly engaging and contains a wide range of quality resources which superbly promote children's learning through a wide range of learning experiences both indoors and outdoors. The nursery incorporates different rooms which care for babies, toddlers and pre-school children. This ensures that resources and activities are age and stage appropriate for every child. Each section has designated areas of learning which inspires children to become highly motivated learners.

Staff in the pre-school skilfully extend children's language and thinking by modelling language and posing questions at circle time about the months and different seasons, asking questions 'can you remember what we did yesterday?', 'what day this week are the lambs coming to visit us?', 'what will we need to organise to ensure they are well looked after and safe?'. This teaching strategy promotes children's memory, recall and extends their excellent communication and language skills.

The quality of teaching is highly effective. The first class environment is bright, imaginative and significantly enhances children's learning as they freely select resources and engage in independent play. They make choices from a wide range of exceptionally well-organised Montessori activities and resources to support their learning and development. Children are extremely confident and self-assured and explore their surroundings with lots of enthusiasm. The environment is rich in language with displays that exhibit children's creative work. For example, around the different learning areas key words are displayed in English and other relevant languages, encouraging children to notice text within the environment which they can reference. Indoors they watch the tadpoles grow each day recording their progress in drawings and paintings, as they develop through the lifecycle into frogs. The outside area is exceptionally organised, it has many different areas which offer age-appropriate resources for the children. All areas of learning are effectively promoted in the outdoors and children enjoy accessing the outdoor area for extended periods of time each day to promote their physical skills, and explore and observe the natural world. The theatre area promotes music and role play exceptionally well. Children have many opportunities to make marks outside, fully promoting their writing and mark-making skills.

Staff undertake daily accurate observations, speak with children and identify children's next steps in their development. This becomes the focus that is used for the weekly planning of activities that inspire and challenge all children. Children's individual needs and interests from home are built into the planning. For example, children interested in the train station are supported by staff to develop the role play area to support this interest extremely well. They create a train station with different platforms; one and two, a train with a driver and a ticket office. Scarborough, York and 'Granny' are favourite destinations. This supports children's personal, social and emotional development exceptionally well. In all rooms resources are stored on low-level shelving and storage units for children to freely select. Plentiful photographs and labelling allow children to make independent choices in their play and helps them when putting things away.

Robust observation and assessment procedures monitor children as they rapidly progress towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify the next steps in children's development as staff are highly skilled in using the Development matters in the Early Years Foundation Stage publication to support their practice. This is used in conjunction with Montessori assessments and the child's learning journey. This enables staff to precisely identify children's skills and assess if they are emerging, developing or embedded. Children's transition documents and summary of learning are passed to teachers. Parents contribute to children's learning by ensuring the staff are made fully aware of children's current interests, following up the learning activities at home and commenting to staff so information from home can be added to the children's learning journey.

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

The staff give the highest priority to children's safety, while on and off the premises. For example, when outside and children climb up the steps, staff encourage them to think about how to keep themselves safe by discussing how they must hold on as they get their balance and why they take turns, and the appropriate use of equipment. In addition, when children are playing at 'The station' in pretend play or going on walks and outings, they fully discuss the safety issues with the children, including stranger awareness before leaving the premises. The questions put to the children in everyday activities clearly show that safety is fully explored and children develop an excellent understanding of safety practices.

The premises are clean, light, well maintained and managed to ensure they are safe and provide a welcoming environment that fully promotes children's independence. For example, the heating is serviced on an annual contract. The central heating is thermostatically controlled and timed, in the winter months the timing is extended as required to maintain a suitable environment. The water is thermostatically controlled so pre-school children can freely use the cloakroom to wash their hands using antibacterial soap and paper towels. Hygienic hand gel is available in all rooms to support cleanliness. The outside area is easily accessible so children can go in and out to play in the fresh air. They have received a prestigious 'Five Stars' from Environmental Health for the management of the kitchen. Children's good health and safety is very effectively supported.

Children develop an excellent understanding of the importance of exercise through a wide variety of activities. They enjoy many opportunities to play in the outdoor areas, take walks in the local environment and take part in regular music, dance and movement sessions. Children develop a strong understanding of healthy eating through discussion and regular baking activities. They learn to appreciate making healthy choices and explore where food comes from. Highly nutritious seasonal menus offer an excellent choice of healthy options and include vegetarian choices, cultural preferences and children's likes and dislikes. Snacks of fruit and drinks are available in morning and afternoon sessions. A number of individual dietary needs are effectively managed through close working with parents. Much of the food is locally sourced and is freshly prepared each day on the premises by the cook. Very close links with parents are in place to ensure the dietary requirements of all children are fully met. The meal times are a strength of the nursery; the children show excellent independence, setting tables at lunch time and self-service of food is practised from an early age. Children pour water from small jugs, using glasses and plates. They take turns to prepare their own snack; juicing oranges and using the apple peeler. They eat well and quickly learn to use a spoon in the baby room and knives and forks in the pre-school. Breakfast is a healthy meal available between 8am and 8.45am in the pre-school area; children make healthy choices, from cereals, fruits and toast which again they serve themselves, clearing away for a prompt 9am circle time. Younger children in the annexe are fed to meet their own routines, following parental guidelines.

Children express emotions and feelings through their play. For example, young babies use lots of natural and sensory resources. Staff provide excellent role models modelling play and making sounds, supporting children to experiment and explore the resources. Babies 'talk' back to staff, babbling and exploring, making different sounds. This supports even the youngest children in developing their language skills. Staff build extremely warm relationships with children. The nursery has a well-established key person system which means that the children develop close, secure relationships with a dedicated member of staff. Children behave well, they know what staff expect of them because boundaries are consistently and sensitively applied. Picture prompts are used to promote positive behaviour with the younger children. Staff constantly praise and encourage the children. As a result, behaviour is excellent and children grow in confidence and self-esteem. Staff consistently praise, provide encouragement and offer age-appropriate interventions. For example, older children are encouraged to think about the feelings of other children.

Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as food tasting, creative activities, cultural dressing-up clothes and music. They freely access a comprehensive range of multicultural resources. Opportunities to explore the wider world through the use of other languages are also available. The nursery has highly effective partnerships with other providers of the Early Years Foundation Stage, consequently, children are exceptionally well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move between rooms in the nursery. Close working with parents ensure any medical needs are fully met and children are included in the activities ensuring they are confident in the nursery. There are secure procedures for obtaining information about children's health, such as allergies and any extra care needs from parents, in order that these are fully acknowledged and respected. Children's care and welfare is fully promoted by the staff team.

When children are ready to move onto school, the key person provides lots of activities and information to prepare children effectively for the transfer to school. Visits to the school are completed by the children where possible. This ensures that children are confident and fully prepared in times of change and transition to make a good start in their next stage of learning.

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

Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the owner and all the staff. This means that children are effectively protected in the setting. Staff complete safeguarding training to keep updated and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Excellent systems are in place which enhances safeguarding practice. For example, policies are discussed at staff meetings and there are stringent procedures in place when selecting and recruiting new members of staff. The requirements for the numbers of children attending and staff ratios are met and maintained at all times. Parents are kept well informed about safeguarding procedures

through regular newsletters and the parents' notice boards.

The owner and staff team are highly motivated to offer excellent levels of care and learning to children and families. As a result, children's learning and development is significantly enhanced. The nursery undertakes self-evaluative practice which takes into account the views of children, parents and staff. The owner and deputy manager consistently analyse and self-challenge to clearly identify strengths and weaknesses. Staff work towards termly action plans which provide an ongoing programme of development which ensures continuous improvement. The owner is highly supportive of staff's continued professional development and encourages ongoing training opportunities to learn new skills and refresh practice. The leadership in the nursery is highly inspirational and motivates the staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for the children. The highly effective overview of the quality of teaching and the learning curriculum ensures they maintain high standards.

Staff build excellent partnerships with parents, which are developed through the settling-in procedures and completing a form about the child's care needs, interests and what they can do. In addition, for babies they ensure they have comprehensive information about the individual home routines for the youngest children. Baseline assessments, which identify children's developmental starting points upon entry are completed for all children. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept extremely well informed of their child's progress through daily verbal feedback, parent evenings and newsletters. A comprehensive report is completed at the end of each term. When necessary the owner consults with other professionals to identify children's individual needs, such as the speech and language therapist.

There are opportunities provided for parents to learn more about how children learn and what they can do to support children's learning at home. Parents are extremely complimentary and express their views, saying, for example, 'excellent care... all staff are very approachable... know children very well, they do everything they can to build confidence and self-esteem'. Additionally, they comment that their children are 'very well prepared for their future learning... gives them an excellent start in life... we love coming to the activities we can do together at the nursery, the painting day was great fun, the children do the most delightful creative work'.

The nursery has built effective partnerships with outside agencies and the schools that children move on to. Children make excellent progress in their learning and development as activities are purposeful and developmentally challenging. The nursery successfully links the Montessori teaching ethos, equipment and activities with the Early Years Foundation Stage to effectively develop children's learning and development.

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
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	400067
Local authority	North Yorkshire
Inspection number	917607
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	61
Name of provider	
Date of previous inspection	03/02/2009
Telephone number	

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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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