

The Village Montessori @ Wrekenton

Wrekenton Family Centre, 107 Lanchester Avenue, GATESHEAD, Tyne and Wear, NE9 7AN

Inspection date	07/05/2013
Previous inspection date	Not Applicable

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		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's independence is encouraged well. They make many choices in their play encouraging them to become active learners.
- Children are happy, content and enjoy attending this welcoming nursery. They make good progress in their learning and development and are supported by caring, nurturing practitioners who plan activities based on children's interests and play preferences.
- Children's language development is given high priority because practitioners extend children's listening skills and vocabulary effectively. Language delay is tackled early in the setting, working closely with parents to ensure children make progress.

It is not yet outstanding because

- There is further scope to extend opportunities that help children to develop their interest in early writing and mark-making skills and to stimulate their imagination and involvement in role play.
- Opportunities for children to extend their awareness of people and their local community have not yet been fully embraced.
- Partnerships with all settings providing care and education for children are not fully developed to consistently support children's good learning.

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 made observations of the children while they were engaged in activities throughout the nursery.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager and staff at different times, taking account of the needs of the children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and the information from the setting's self-evaluation.
- The inspector accompanied staff as they collected children from the school nursery and during a planned walk with the children.

Inspector

Janet Fairhurst

Full Report

Information about the setting

The Village Montessori Nursery @ Wrekenton was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is owned and managed by a limited company, VMNS Limited. It operates from four main playrooms, as well as additional areas within the two combined ground floor flats which make up the setting. Located on the established residential Springwell Estate, in the centre of Wrekenton, the nursery serves the local community as well as the surrounding areas. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 15 children on roll in the early years age range. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. Two members of staff hold Early Years Professional Status as well as one holding Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend further children's opportunities to engage in role play by providing them with more exciting and stimulating resources, and by providing writing tools to encourage children to make marks and practise early writing skills

- enhance the educational programme for understanding the world by providing opportunities for children to find out about people and communities. For example, by inviting visitors to the setting, such as police officers, fire fighters or health professionals to give children a wider understanding of the roles they have within the community

- develop further ways to strengthen the relationships with all early years providers who share the care of the children.

Inspection judgements

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

Children happily come into the nursery and quickly engage in play activities. Staff have a secure understanding of how to implement the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Key persons build effective relationships with parents to gain information about each child, their interests and their achievements to identify initial starting points. This helps them plan for each child's individual learning needs. The quality of teaching is good and observation of the children playing and assessments of their progress assist in the planning of a broad range of fun and challenging play experiences and activities. This in turn informs future planning, ensuring that all children are supported well in making good progress in their learning. As a consequence, children are ready for the next stage of their learning. Staff have started to complete with parents the progress checks for children at the age of two. This is effective in highlighting any gaps in learning and also enables them to secure early intervention to ensure that no child gets left behind in their development. This includes children with speech and language delay. Parents receive regular updates of their child's day at nursery through their 'special book' that goes home with them every evening. Children benefit from this shared approach to learning and make good progress as a result.

Plenty of opportunities exist for children to make choices in their play, which ensures they are interested in what they do. Children's communication and language development is given high priority and overall practice is good with ample opportunity for them to listen and converse. Staff effectively use one-to-one and small group time to develop children's listening skills and confidence to express themselves verbally. For example, as a small group of boys attempt to play picture lotto an adult joins them helping to extend their talk and enrich their vocabulary. In another room older children are encouraged to recall what they saw, heard and could smell during their afternoon walk. The adult listens intently to what the children say and records their words. This provides good opportunities for children to see adults writing for a purpose. However, there are too few opportunities for children to do this independently as writing tools are not provided in all areas. Children's mathematical skills are developing well. They count during daily routines and practitioners talk about colour, shape and size during play.

Children are sensitively supported in their play. For example, when a young child looks for a way to get inside the push-along car, an adult talks to them about opening and closing doors. She challenges them to solve the problem of how to get in and out of the car. This means that children are supported to think critically about activities and seek solutions. Children and staff regularly sing songs and move to various types of music. As a result, children develop vocabulary, listening skills and an awareness of their bodies. Children are keen to explore. Staff provide a good range of stimulating and interesting resources which capture children's interest and curiosity and promote children's active learning. For example, younger children experiment with colour; mixing powder paint to create different shades. They enjoy pouring the water into the pot and become increasingly aware of number and capacity as they count how many spoons of powder they put into the pot and understand when their pot is full. Children learn about life cycles as they plant seeds and flowers in tubs. Older children talk about what plants need to make them grow, such as water. Children are beginning to use their imagination as they dress-up as fireman and wear a variety of hats. However, the role-play area is not always used to best effect. Children playing in this area do not always have access to 'real life' items or resources that

encourage them to read and write for a purpose. For example, during the inspection there were no pots and pans, notepads or recipe books in the role-play area; things that children might find in their kitchens at home. As a result, opportunities to extend children's imagination and literacy skills are not fully explored.

Children benefit from a good balance of independent learning, small group work and whole group activities. For example, a small group of children enjoy a story with a member of staff, demonstrating their understanding and ask questions to gain clarity. Staff plan and provide a range of activities to help prepare children for their future learning and transition to other settings. For example, activities that require children to participate in groups help them to learn to share and take turns in conversation. Children enjoy using interactive toys, such as the fireman's hat and understand that by pressing the button it will make a sound. However, they have limited access to information and communication technology and programmable toys to support their learning. The manager has identified this as an area for development and already has plans in place to address this.

Staff encourage children's personal, social and emotional skills so that they are independent and know boundaries and expectations. While older children talk with staff about what they saw on their walk, other children sit quietly, understanding that they have to take turns to speak and respect each other's ideas and opinions. Children would normally have daily opportunities to play outside, enabling them to develop their physical skills and benefit from fresh air and exercise. However, the area is currently out of bounds as scaffolding has been erected to carry out repairs. The staff have tried to provide an alternative arrangement for fresh air through their walks around the local area, although they are restricted as many of the green areas are not conducive to children's free play. However, they have recently obtained permission to use the local community centre's outdoor area. This also helps to promote community links, although there is scope to develop this further, for example, by inviting key people, such as the community police officer, community nurse or local road safety warden to visit the children to help develop their understanding of the local environment and the people within it.

The nursery promotes successful partnerships with parents. Parents and carers are well informed about all aspects of their children's achievements, well-being and development. The staff provide ongoing feedback about children through their work, discussions, detailed daily diaries and access to the children's progress records. This supports parents' involvement in their child's learning and development at home.

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

There is a calm and relaxed atmosphere throughout the nursery. Transitions are effective and well organised to ensure good continuity of care. For example, there are flexible settling-in procedures which help children to adjust at a pace that successfully reflects their needs and parental requirements. Children's starting points and other relevant information is gathered from parents at the beginning of the placement. This helps staff to make an initial assessment of children's capabilities, likes and dislikes and contributes towards their tailoring of provision to meet individual needs. Children receive lots of

positive praise and encouragement, which supports their confidence and self-esteem. Staff act as positive role models, and they manage children's behaviour in an appropriate and sensitive manner. Children are encouraged to share, take turns and be caring to their friends. This helps children to understand expectations and fosters their social and emotional skills.

Children have ample space to play and explore. They confidently move from room to room choosing where and what to play with. This gives children confidence in their own abilities. Activities and routines are adapted to suit the individual needs of each child. For example, after their walk staff bring forward the afternoon snack allowing children time to rest and have drinks so they feel refreshed.

Children are provided with healthy snacks and meals cooked on the premises. They learn all about making healthy food choices as they explore a range of fruit and vegetables. For example, they help to peel the sweet potatoes and chop the spring onions that will be used to prepare their lunch. Staff encourage children to be as independent as possible. Consequently, they manage age-appropriate tasks well, such as visiting the toilet and washing their hands. This also has a positive impact on children's understanding of their personal hygiene and care needs. Children learn about safety through everyday practices and routines. They take part in regular emergency evacuation drills which help them to act in a safe manner. Alongside this children are reminded to be careful during play and staff use outings to reinforce road safety rules. Children develop self-confidence in their physical skills as they use a varied range of equipment to promote their physical development.

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

The provider demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. All required documentation is in place and maintained well, and the nursery is safe and secure. Staff demonstrate a good understanding of safeguarding and promoting children's welfare. They understand their role in child protection and know the procedures to follow should they have a concern about a child in their care. Robust systems are in place for the recruitment and vetting of any new staff, for their induction and to appraise the performance of all members on an ongoing basis. Professional development is encouraged and staff have attended a variety of training courses to enhance their knowledge and practice. For example, the majority of staff have undertaken food safety, safeguarding and first aid training. As a result, staff are better informed to promote children's welfare and safety.

The inspection took place following concerns raised about the supervision of children when being transported in a car and children's safety when the vehicle is parked. Ofsted carried out an investigation. As a result, the setting was issued with two notices to improve. The manager and staff have responded. For example, procedures have been reviewed, all staff now fully understand that children must remain within sight or hearing at all times; risk assessments have been carried out so that children's safety is not compromised when the

vehicle is parked. Security of premises is a high priority of the nursery. For example, comprehensive risk assessments are in place to fully consider safety in all areas children come into contact with. In addition, the effective arrival and collection procedures and recording of visitors helps to further promote children's safety. The manager oversees the planning of activities and children's learning and development records and ensures that they are appropriately maintained and accurately reflect children's individual needs.

The nursery has established good relationships with parents and shares information on a daily basis about children's routines and the activities they participate in. Parents receive detailed information about the setting, including policies and procedures. They build strong links with their child's key person, enabling good information sharing to support children's developing needs. Staff value parents' communications which help them to provide consistency and link children's experiences at home to those they enjoy at the nursery. Home-link books provide parents with detailed information about children's care routines and what they have enjoyed in the nursery. Parents speak highly of the nursery and staff team, commenting on how well their children have settled, how they are kept informed and the friendliness of staff. Staff develop professional relationships with others supporting children's needs, such as speech and language specialists. Some of the children receive education and care in other Early Years Foundation Stage settings. Staff have devised a system to enable them to share relevant information to ensure together they can provide consistency in children's care and learning. Although this is proving to be helpful, it is not successful in all the settings. Therefore, not all children's needs are being effectively met.

The manager is passionate and confident about what the nursery needs to do to improve further. She provides a good role model and steers the work of the setting, working closely with her small staff team to reflect on their practice continually. Staff show a positive attitude to making sure they offer good quality provision. The nursery is beginning to involve all its users in their self-evaluation to drive improvement. The staff effectively monitor and evaluate their practice to identify priorities for improvement in the outcomes for children. This contributes to maintaining and improving the nursery's effectiveness. Regular staff meetings are held to reflect and share ideas to adapt practice where they feel necessary.

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	EY453770
Local authority	Gateshead
Inspection number	911409
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	15
Name of provider	VMNS Limited
Date of previous inspection	not applicable
Telephone number	07778 387 103

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

