

# Tudor House Montessori Nursery

Gloucester Road, BURGESS HILL, West Sussex, RH15 8QD

## Inspection date

13/08/2013

Previous inspection date

28/06/2011

## 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

- Children are motivated by the imaginative and stimulating ways activities are presented throughout the nursery. They are totally engaged in their learning and make excellent progress talking into account their starting points and capabilities.
- Children feel safe and secure within the very welcoming nursery environment. The highly effective key person system enables them to form secure attachments while the opportunity to spend time with different age groups ensures that they learn to make friends with others or spend time with their siblings.
- The effective use of monitoring and tacking systems ensures that targets for future development are indentified and continual improvement is made. This ensures that the nursery continues to provide extremely high quality care and education for all children.
- Extremely effective partnership working with parents and other professionals ensures that there is a cohesive approach in meeting children's individual care and educational needs.

## 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 looked at routines of the day, adult to child ratios, deployment of staff, behaviour management and a selection of other records relating to the safe management of the nursery.
- The inspector observed a wide range of activities in all areas of the nursery and gardens.
- The inspector held discussions with the registered provider, manager and members of the staff team.
- The inspector held discussions with parents and took into consideration parental feedback.

## Inspector

Janet Thouless

## Full Report

### Information about the setting

Tudor House Montessori Nursery registered in 2002. It is privately owned and is one of six nurseries owned by the registered provider. The nursery operates from a large house in Burgess Hill, West Sussex. The nursery is open 52 weeks of the year, each weekday from 7.30am to 6pm all year round. There is an area available for outdoor play that includes three separate gardens for the varying age groups.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 80 children on roll in the early years age range who attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. It follows the Maria Montessori approach. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 17 staff who work directly with the children. Of these, two hold appropriate early years qualifications to level 2, seven hold qualifications to level 3 and two at level 4. In addition, one holds qualified teacher status and two are qualified Montessori teachers. The manager holds Early Years Professional status and a degree and two members of staff are trainees.

### What the setting needs to do to improve further

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

- treat mealtimes as a continued learning opportunity for the youngest children in their familiar interesting and attractive surroundings.

### Inspection judgements

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

Children flourish and meet their full potential taking into account their starting points and capabilities. The management team and their staff fully understand how to best implement the Statutory framework for the Early Years Foundation Stage to recognise the uniqueness of each child. Children's learning and development is exceptionally well supported including for those children with special educational needs and/or disabilities and those who have English as an additional language. A highly effective system of observation and assessment which accurately identify children's next steps is in place. This enables staff to plan specifically for the individual needs and interests of each child. A very good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Assessments, such as, the progress check at age two,

efficiently and effectively support children's future learning needs.

Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities that enable them to develop their own learning in both indoor and outdoor play. Parents comment that they are 'delighted' and 'extremely happy' with how their children are progressing. All staff are highly skilled in extending children play. They engage them in conversation while they play to encourage critical thinking and to develop language. For example, a child shares with others a recent trip to the beach. This inspired many worthwhile conversations on rock pools, seaweed and sea life beyond the beach. As they play children become engrossed in making seaweed from water and paper towels and discuss how they need nets to catch crabs in the rock pool. Staff are involved in children's play and provide excellent levels of support. They extend children's learning extremely effectively through open-ended questioning and encourage children to explore. Children with English as an additional language are very well supported. Staff have access to key words and phrases and also use picture cards and books to help children express their needs until their English develops. Staff understand very well how children learn through play by following their own interests and by relying on past experiences. This is demonstrated exceptionally well throughout the nursery with the provision of designated areas. For example, a construction area in the outdoor play where children mix sand and water and use house bricks to construct a wall.

Children benefit greatly from the well-resourced outdoor area, which is accessible to all children from their base rooms. For large periods of the day, children have free access to this area with some enjoying being able to play with their siblings. Staff fully understand and embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning. Younger children enjoy simple tasks such as identifying a number of objects in the garden through the use of picture cards. Staff ask children questions as they explore the garden such as 'tell me where we might find our mini-beasts?' In the ground comes their reply. 'What do we need to help us find them?' A child ponders on this then excitedly says 'A spade to dig and a magnify glass so we can see them'. This develops children's critical thinking, problem solving and develop language skills.

The busy yet calm atmosphere within the nursery and the highly effective partnerships staff enjoy with parents ensure that children settle quickly into nursery life. Children with special education needs and/or disabilities are cared for extremely well. Staff work with parents very effectively to ensure that individual educational programmes are efficiently met. Professionals from other agencies who support children and families are made welcome when they come to observe the child at play and offer advice and support to the staff. Parents are very involved in their children's learning. Staff provide a variety of opportunities for them to extend their children's learning at home. For example, they invite them to 'stay and play' sessions so they learn about their children's nursery experiences. They also arrange special activity days such as a father's and grandparents day so all members of children's families feel included.

Children have extensive opportunities to practise early writing skills from an early age using sensory activities such as finger painting, shaving foam, wet sand and model making. Staff model writing for a purpose by displaying lots of short captions and labels

around the environment and provide opportunities for children to write by placing clipboards and writing pads in role play areas. Children are helped to recognise and write their name and there are frequent discussions about letters and sounds. Older more able children are beginning to form words as they join letters together, for example, one child writes sheep and another dog and both become very animated when they discover that together the words spell sheepdog. These activities are well matched to children's developing abilities and interests and inspire children learning. Overall, children are developing excellent skills in preparation for their next stage of learning.

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

The highly effective key person system enables children to form secure attachments to support their feelings of well-being and security. There is always a familiar dedicated person to attend to their needs. Children are extremely well settled and enjoy trusting relationships with staff. Because of the layout and use of the nursery, all staff and children are familiar to each other and the children particularly benefit from this warm, happy atmosphere. As a result, children's personal, social and emotional well-being is very well fostered. The staff have a very good understanding of appropriate hygiene routines, which includes effective measures for nappy changing procedures. This promotes the health and well-being of the children extremely well. In addition, there are also formal meetings between parents and staff where children's development and progress are discussed. These include decisions made about additional support or moves to other settings or school.

The nursery is exceptionally well resourced to inspire children's independence, creative activity and thinking skills. Interesting play items are placed around the nursery and outdoor areas which inspire children and initiate conversations as they play. Staff's positive behaviour management strategies means children are acknowledged and praised for their efforts and respected as individuals. For example, on the rare occasions their enthusiasm overcomes their sense of fair play, staff quietly remind them about sharing or being kind to their friends. In addition, children learn how to keep themselves safe with support for staff. For example, children are reminded to show care and consideration to their friends when they accidentally bump into each other when riding their bikes. As a result, children acquire a positive attitude to others. This creates a harmonious learning environment. Staff encourage children to learn and develop skills that will support them when they start school. For example, putting on or taking off their sweatshirts, pouring their own drinks and serving themselves at mealtimes.

Children enjoy nutritious, healthy meals and snacks. Visual display around young children's favourite storylines support their developing understanding of healthy food options. Children take turns in helping to prepare snack and excellent conversations take place of the origins of particular fruits and vegetables from around the world. They learn to use a knife to slice their fruit closely supervised by a member of staff. In addition, a vegetable garden has been established giving children the opportunity to tend to lettuce and carrots they have grow to feed the nursery rabbits which develops their understanding of the natural world.

A list of allergies and preferences are discretely displayed in each room so that staff can easily check if they are unsure about a particular child's needs. Staff sit with the children at mealtimes to act as very good role models as they demonstrate social skills and create a warm and pleasant occasion. However, although babies care takes place in an attractive and vibrant play room they eat their lunch in more simple surroundings where there is little of interest for them to focus on. Children are supported as they learn to use the toilet independently and as they wash their hands the staff talk with them about the importance of good personal hygiene.

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

The nursery meets all the requirements of the Statutory Framework for the Early Years Foundation Stage exceptionally well. Leadership is inspirational and management has high aspirations for maintaining excellent quality. The nursery manager is highly qualified and oversees curriculum planning along with the nursery owner to ensure the highest levels of achievement for all children. There is a strong culture of continuous professional development amongst the staff who welcomes ongoing professional development opportunities. Staff work together very well and are very supportive of each other. Higher than required staff to child ratios are maintained and staff are effectively deployed to meet children's needs. Regular supervision meetings, annual appraisals and management observations of staff practices ensure that any potential concerns are quickly identified and dealt with. This enables the staff to continue to provide a high quality service. For example, the introduction of electronic tablet devices allows staff to capture children's achievements instantly. Therefore, supporting the observation and assessment process extremely well.

Highly reflective self-evaluation which takes into account of the views of parents, children and staff, form part of the nursery's drive for maintaining excellent standards of care and education. This ensures that everyone has a clear understanding of the strengths of the nursery and is involved in the identification of areas for development. Any concerns from parents are taken seriously, handled sensitively and their views are respected and used to inform future practice. This systematically improves the quality of provision.

The nursery leadership has robust recruitment, vetting and induction procedures in place to check staff are suitable to work with children. Management and the staff team have a good understanding of their duty to protect children's welfare. All staff know their role and responsibility relating to child protection. Personal phones are locked away in the staff room during working hours and the nursery has recently updated their whistleblowing policy to protect children further. All required documentation and record keeping for the safe organisation and management of the nursery are in place. This includes accident reports and follow up risk assessments, are highly effective in ensuring that appropriate action is taken when a child becomes unwell or has an accident. Detailed risk assessments and routine safety checks of equipment throughout the nursery contribute significantly to children's safety.

Staff engage with parents extremely well. Parents' feedback how much they value the nursery and how supportive staff are to themselves and the children. Staff, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress means that staff quickly identify if a child requires additional support. Strong links with other agencies and other providers, such as the local authority, early years settings and school, ensures that children's specific needs are assessed and that support is planned for.

### **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

<b>Unique reference number</b>	EY241503
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	927377
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	41
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Carol Anne Benson
<b>Date of previous inspection</b>	28/06/2011
<b>Telephone number</b>	01444 241491

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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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