

Clevedon Montessori School

34 Albert Road, Clevedon, North Somerset, BS21 7RR

Inspection date	11/04/2013
Previous inspection date	05/07/2011

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

- The nursery provides a calm and motivating learning environment for children. Children are encouraged to make choices and are actively involved in their learning.
- Children display high levels of confidence and independence. They are secure in the nursery's boundaries and routines and form good relationships with each other.
- Relationships with parents are securely embedded. Parents feel welcome and staff encourage them to become involved in their child's learning and development.
- Staff have a clear understanding of how children learn and support their individual development.

It is not yet outstanding because

- Not all staff consider further ways to extend individual children's 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 observed children's activities and tracked individual children throughout the inspection.
- The inspector met with the owner/principal who is also the manager, and completed a joint observation with the joint deputy principal.
- The inspector talked with staff and the children when appropriate and met with a number of parents.

Inspector

Barbara Walters

Full Report

Information about the setting

Clevedon Montessori Nursery registered in 1987. It operates from the ground floor and gardens of a large semi-detached Victorian house in the town of Clevedon, North Somerset. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open from Monday to Friday during term time, between 8am and 5pm. There are 45 children currently on roll. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery operates from the ground floor of the property and children's activities take place in two rooms, the hall, the conservatory and the outside classroom (Octagon). The upstairs, which is inaccessible to children, contains an office and staff facilities. There is a fully enclosed rear garden for outside play. The nursery has pet guinea pigs. The nursery proprietor is qualified as a Montessori teacher. She is supported by seven staff; five of whom hold a Montessori qualification at level 4. The nursery also employs an administrator and cook. The nursery is run according to Montessori teaching methods.

What the setting needs to do to improve further

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

- use effective, targeted strategies to extend individual children's development in their self-directed learning.

Inspection judgements

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

Children are keen learners who confidently explore their environment through play. Staff deliver interesting activities that promote children's learning soundly and help children make good progress in their learning overall. Staff understand how children learn and use a variety of stimulating methods to engage them and monitor their progress. For example, staff support children well overall in their learning and generally react appropriately when children ask for advice or help. Children feel valued as they put photos of themselves in their scrap book to share with parents along with their progress files. They concentrate well as they cut around the photos and stick them into the book. Staff use the opportunity to explore with children what they were doing in the photos. This helps children to recall events and begin to understand and talk about the immediate past.

Staff provide a wide range of interesting resources that stimulate children and encourage them to explore their environment. For example, children explore the word matching

game and begin to recognise the words and confidently describe the different parts of the flowers. They concentrate well as they sort the pegs in relation to colour and recognise shapes and patterns. Their interest is effectively extended when staff join in the activity. They clearly demonstrate their ability to count the pegs in sequence and use positional language, such as 'before' and 'after'. However, staff are not consistent in providing individual support to extend children's self-directed learning.

Children are growing in confidence. They have good levels of independence skills and sense of responsibility. For example, children enjoy creating a butterfly effect with different coloured paints. They explore the colours and carefully fold the paper to create the butterfly and hang the picture on the rail to dry. Staff have high expectations and children happily clear away their paints after the activity. They empty and clean the water pot and brush and put the paints and equipment back on the shelf ready for others to use. Children readily take on the responsibilities, developing a strong sense of self-esteem and achievement. Staff support children soundly in acquiring the skills, attitudes and dispositions to be ready for school or the next stage in learning.

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

Children have a good understanding of keeping themselves and others safe. They gently remind their friends not to push and know to put their chairs under the table so they are not a hazard to the other children.

Children are encouraged to develop responsible behaviour. They are secure in the nursery's boundaries and form good relationships with both children and adults. For example, children share well. They take it in turns to use the computer, watching the clock for the time to cease their play. Gentle reminders from staff to use sensible sitting further support children's understanding about considering others. Staff build close relationships with the children and ensure they are happy and confident and effectively meet their emotional needs.

Children develop good personal hygiene routines and self-care skills. They independently choose when to have their snack and wash their hands. They confidently pour their own drinks and help themselves to what they want to eat before washing and drying their plate and cup. Children help to prepare the meals, such as cutting the cabbage and slicing the salad. This supports children well in understanding a healthy lifestyle and making healthy choices in the food they eat.

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

The staff work well with parents and have established supportive and friendly relationships. Parents can attend workshops to help them understand how children learn and support their development at home. Parents can see their child's learning profile and staff continually share children's progress and development through daily discussions. Parents express a high level of satisfaction and report that their children love attending the nursery, and they are progressing well in their independence. Partnership working

with external agencies is well established, which contributes positively to children's care and learning. The owner is aware of her responsibilities to ensure staff have a clear understanding of safeguarding children. Staff are confident in their role in child protection as information about any safeguarding issues and the nursery's procedures are shared during daily staff meetings. The owner has a good understanding of the requirements of the Early Years Foundation Stage and supports staff in meeting children's learning needs. She monitors plans and activities to ensure that children are making good progress in their learning overall. Staff support children's health and well-being and this is consistently promoted. All staff are well qualified and experienced to care for children.

The owner is clear about areas of her practice she would like to develop and demonstrates a strong ambition to continuous improvement. For example, the nursery has developed a planning system linking the Early Years Foundation Stage to Montessori teaching. Staff have introduced new scrap books with photos of the children alongside the updated learning journals. This continues to enhance children's sense of belonging. Plans are in process to develop the outdoor play area for the benefit of the children. Staff are keen and work closely as a team. They have daily meetings before the children attend. This helps to ensure that they have a good understanding of the children attending that day so they are able to meet their individual needs.

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	115246
Local authority	North Somerset
Inspection number	912599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	46
Name of provider	Maureen Louisa Burgoyne
Date of previous inspection	05/07/2011
Telephone number	01275 877743

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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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M1 2WD

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