

# Oratory Montessori Day Nursery

10 Lower Britwell Road, Slough, Berkshire, SL2 2NJ

<b>Inspection date</b>	06/09/2013
Previous inspection date	25/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 are motivated, eager to try activities and consistently show their interests and enthusiasm for the experiences available to them. As a result, they make good progress in all aspects of their development.
- Staff provide an inclusive environment where all children feel valued and develop a strong sense of self that builds confidence and helps move their learning forward.
- Children's needs are known and effectively met because there is good communication and partnership working with parents.
- Senior leaders and management understand the strengths and weaknesses of the setting, and have prioritised areas for development.

### It is not yet outstanding because

- The partnerships with feeder schools are not yet established in order to fully support children as they move on to the next stage in their education.

## 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 engaged in conversation with the manager, staff, children and parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector observed children in their play and interacting with the staff.
- The inspector conducted a joint inspection with the manager.

## Inspector

Susan May

## Full Report

### Information about the setting

The Oratory Montessori Day Nursery registered in 2000. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large house situated in Burnham, in Berkshire. The nursery is open each weekday from 8am to 6pm, 51 weeks of the year. All children share access to an outdoor play area at the rear of the property. There is a separate garden for babies and a play area to the front of the building. There are currently 44 children on roll in the early years age group. The nursery receives funding for the provision of free early education to children aged three and four years. Children come from the local and surrounding areas. The nursery employs 15 staff. Of these, all except two members of staff hold appropriate early years qualifications. The nursery employs a cook and an administrator.

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

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

- engage more effectively with other providers, such as children's future schools, to enhance children's confidence and awareness further to fully support them as they move on to the next stage of learning.

## Inspection judgements

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

Children engage happily in their play at the nursery, which provides stimulating and exciting experiences for them to learn. Children enjoy free flow play as the nursery follows the Montessori ethos that allows children to be active learners who benefit from their environment. Staff move around play areas, recognising when children need support and providing individual attention as they join in with children's play at their level. Learning is guided by the children's developmental needs, and thrives when children are given time and space to observe, explore and investigate. Staff offer support to enhance their learning and development and as a result children make good progress in their learning. Children play in a bright and welcoming environment both indoors and outside as staff use the outdoor area as a learning environment recognising that children have preferred methods of learning. Babies and toddlers have space to move, which effectively supports their physical skills as they use push along toys to move around the room. Very young children's language is supported by staff as they encourage children to 'choo, choo' like a train and 'Brmm brmm' like a car. Staff ask useful questions to extend children's vocabulary and thinking and take note of children's responses. Staff use a variety of means to help those for whom English is an additional language communicate effectively.

For example, staff speak other languages, use CDs, books and posters, sign, gesture and props to help children take part in activities and daily events. Staff use opportunities to extend mathematical learning through everyday play and routines. For example, children begin to understand about volume and size as they pour water into various size containers in the water tray and in their role-play as they make cups of tea.

Toys are easily accessible for children to make their own choices and follow their own interests. Most activities are child-initiated; however, some are adult-led. For example, children sit together to greet each other at the start each session, sing a welcome song and talk about how they are feeling today. Children are encouraged to finish activities they have started and put the activity away when they have finished. They are encouraged to listen to simple instructions and show respect for each other in group times. This helps provide them with an understanding of what will be expected of them as they move onto the next steps in their education to school. Children access attractive and cosy book areas where they can sit alone or with staff, to look at fact and fiction books and enjoy the story. Children regularly go to the library to make their own choices. Children draw and write as they access crayons, pencils and paper in relation to their play and use the chalkboards outside. Children identify their name as they arrive and each has their own named drawer in which to put their work to take home. This fosters a sense of belonging. Children explore their creativity as they select art and craft materials such as sequins and tissue paper. They access scissors, sticky tape and glue gaining hand and finger control as they make a Jolly Roger pirate ship complete with a treasure chest containing hidden jewels. Children handle tools carefully and show increasing respect for toys and equipment as they help sort out resources and put things away when they have finished playing with them. The nursery offers an inclusive setting where children begin to value diversity as priority is given to helping children understand about the world around them. For example, Children develop future skills as they use everyday resources and begin to learn about similarities and differences as they look into a mirror and compare their eye colours. Positive attitudes and images of culture, ethnicity and gender are rooted in daily practice through activities and resources.

Staff have a secure understanding of the learning and development requirements for the Early Years Foundation Stage. They use their observations and evaluations of children's learning to inform them of children's achievements in relation to their starting points. Therefore, staff are confident to plan for children's individual next steps and as a result, children make good progress. There are well-organised systems to provide information to parents about children's progress. For example, the two-year-old progress check is shared with parents and the child's new key person as children move on to the next age group room. This helps children settle well as they move throughout the nursery.

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

Children enjoy their time at the welcoming and inclusive nursery. They are developing securely in their physical, emotional and social well-being. Children clearly feel secure and develop confidence as they are introduced to visitors and approach them curiously with enquiries about what they are doing. Staff help children feel a sense of belonging as they

have their own bags, drawers for their work and talk about their families. Effective key person systems mean that staff know the children well and follow their routines. Children form warm relationships with the staff who look after them. Staff are deployed effectively. They are good role models who provide children with clear guidance about what is acceptable behaviour. Staff frequently praise children for their achievements, however small, and this helps children feel valued and build self-esteem. Staff also help children to respect one another and be kind and considerate to their friends. Consequently, children behave exceptionally well as they play happily with one another. Children demonstrate that they understand the routines of the day and are eager to join in and take part in activities.

Children play with a good range of age-appropriate and easily accessible toys and resources. They have regular opportunities for outside play and learning, which is stimulating and interesting. Daily fresh air and exercise helps develop children's physical skills as they climb, jump in and out of tyres, negotiate the maze and ride on wheeled toys around the garden. Staff help children begin to understand about keeping themselves safe as they remind them not to run indoors. Older children remind each other about being careful as they make sure they don't sit too close to each other group time and get 'squashed'. Independence is encouraged as children choose what they want to play with and begin to become competent in their personal care. They understand about washing their hands after using the toilet and before meals and snacks. Babies and toddlers sleep according to their individual routines and as a result wake up happily and are ready to have their lunch and resume their play. Children enjoy nutritious meals provided by the nursery. Good systems in place means staff understand and follow children's dietary requirements, preferences and allergies. Drinks are always available to children and they help themselves at any time. Children play a large role in their own learning that, combined with staff's support, helps build self-esteem and developing skills that will benefit the children as they move forward in their learning.

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

The provider meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff help ensure children play in a safe, secure environment as they identify possible hazards and take steps to minimize risks for the premises and outings. Since the last inspection the nursery has employed a new manager who has implemented several changes that have quickly become established with the support of the current staff team. Staff to child ratios are high and staff are deployed effectively to keep children safe. Accidents are recorded and shared with parents, these are analysed by the manager who takes appropriate steps to help ensure they do not happen again. Six members of staff currently hold first aid certificates and the manager makes sure there is always a qualified first aider on duty.

Robust recruitment procedures are in place to help ensure staff are suitable to work with the children and the majority of staff at the nursery hold a recognised childcare qualification. Consequently, they have a good understanding of the learning and

development requirements of the Early Years Foundation Stage. Staff development results from an appraisal system and an expectation that staff will update their knowledge through further training. The recommendations from the last inspection have been addressed. For example, an external agency has been contacted to complete a health and safety visit at the nursery to ensure that all risk assessments in place are thorough. Policies including safeguarding and the complaints procedure have been reviewed and updated. All staff receive safeguarding training and demonstrate through discussion they are fully aware of what to do should they have concerns about a child in their care. All children's documentation and related paperwork is in place and stored securely. Confidentiality is observed at all times. Parents are provided with several ways to access nursery information, such as discussions, the website, and a parents' information board.

The nursery is led and managed positively, which means staff moral is high. The nursery staff have evaluated their practice effectively. They do this through staff meetings, questionnaires seeking parental views and reflecting on their practice and children's progress. Staff have clearly identified areas for development and have focused plans for their future improvement. Consequently, the nursery is able to reflect confidently on the strengths of their provision. There are good relationships with parents who are very positive about the care their children receive. They comment that they are encouraged to share the learning at home, feel well-informed and their children are happy in the nursery. Partnerships with external agencies, such as the local authority and speech therapists are well established. Therefore, children receive timely intervention when it is required. However, partnerships with local schools to support children's move to their next school is currently less consistent.

### **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>	105631
<b>Local authority</b>	Slough
<b>Inspection number</b>	933380
<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>	52
<b>Number of children on roll</b>	44
<b>Name of provider</b>	L G Montessori School Limited
<b>Date of previous inspection</b>	25/04/2013
<b>Telephone number</b>	01628 665621

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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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