

Burgh Wood Montessori Nursery School

St Ann's Church Hall, 4 Brighton Road, Bansted, Surrey, SM7 1BS

Inspection date	10/10/2013
Previous inspection date	26/06/2012

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 very good range of quality resources inside of the premises enable children to become confident, very independent and develop good decision making skills.
- Staff are skilled at promoting children's learning, as a result children are motivated, focus on their activities and are making good progress in their learning.
- Strong partnerships between staff and parents effectively support children by providing cohesion in their care and learning.
- Staff take effective steps to ensure that children learn about how to keep themselves safe.

It is not yet outstanding because

- Staff are not as effective at organising the resources in the outdoor area in a way that always allows children to quickly and easily select them for themselves.

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 in all areas of the setting, including in the outside play area.
- The inspector sampled a range of documentation, including those relating to medication and accidents, children's attendance, safeguarding and complaints policy and procedures.
- The inspector held ongoing discussions with the staff, current manager and a previously acting manager, throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parent's verbal views.
- The inspector discussed leadership and management and carried out a joint observation with the manager and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full Report

Information about the setting

Burgh Wood Montessori Nursery School registered in 1990. It is a privately owned nursery and operates from the hall of St Ann's Church in Banstead, Surrey. All children have access to an enclosed outdoor play area. The nursery is open from Tuesdays to Fridays, from 9am to 3pm, during term time only.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. It follows the Montessori philosophy. There are 21 children on roll; all of these are in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery supports children who are learning to speak English as an additional language.

The nursery employs four members of staff. All staff, including the manager holds appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the organisation of the outdoor area, with particular regard to ensuring children can access a stimulating range of materials and equipment quickly and easily.

Inspection judgements

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

Children are making good progress towards the early learning goals of the Statutory Framework for the Early Years Foundation Stage. This helps them prepare appropriately for school and their future learning. Children are very confident and explore independently. They are motivated and enjoy developing creative skills and an understanding of the world. For example, by creating autumn tree prints using their arms and hands. They also enjoy first hand experiences of exploring what floats and sinks as they use a bowl of water and place various items in it. This helps them to develop understanding of weight and measure. Children enjoy practising physical skills during a variety of activities. For example, they eagerly experiment moving bicycles backwards and forwards and develop good coordination skills by using knives to cut up their fruit at snack times.

The quality of teaching is good. Staff are skilled at teaching and extending children's

critical thinking skills so they become confident and independent learners. As a result, children delight in showing what achievements they make and eagerly talk about what they are doing. Staff promote communication and language well with children. For example, they introduce new words and repeat them. This extends children's vocabulary. With the more able children, they use open-ended questions and mathematical language. For example, they ask children what colours they have seen, what colours are going to be used to create their leaves and where the leaves will be positioned. This makes children think, focus and develop their communication skills. In addition to this, they encourage children to recognise and sound out the initial letters when they see written words. This effectively encourages the children to spontaneously begin to word build.

Staff use the information from observation well to make sure that children achieve as much as they can. They identify children's starting points and complete regular observations and summaries on what children know and can do. These reflect all areas of learning and help staff to identify the children's next steps in learning. Staff then effectively use information from observations to plan and meet the children's individual learning needs. Staff complete the required progress check for two-year-old children to monitor their progress in all the key areas of development.

Parents are strongly involved in their children's learning. Staff regularly share information regarding the children's care, achievements and how learning can be supported at home. This provides a cohesive approach to children's learning through their play. In addition to this, parents are able to regularly share their thoughts, ideas and their children's interests when at home. This, in turn, allows staff to effectively consolidate and extend children's learning in the nursery. Staff value parents' expertise and use it to support children's use of other languages and knowledge of cultures. For example, they welcome parents in to the setting to show and discuss decorations they use when celebrating Chinese New Year. This effectively promotes the children's self-esteem and sense of belonging.

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

Children are happy and display confidence in talking and playing with staff. Children confidently inform staff of their needs to engage in activities. For example, they request water to enable them to participate in a sinking and floating activity. There is an effective key person system in place. This provides continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. For example, they encourage parents to participate in settling in visits and gather information about the children's interests at home. This enables them to have a good understanding of children's individual needs or routines and effectively meet them.

Positive strategies help staff promote children's good behaviour. The staff are good role models and the children benefit from their use of lots of praise and encouragement. This effectively promotes their self-confidence and esteem. The staff support older children's learning well by explaining what inappropriate behaviour is and why. Consequently, children are developing a good understanding of how to behave.

Children are developing a good understanding of how to keep safe. For example, children learn effectively about safety, as they talk with staff about how it can be dangerous whilst they mop the floor about removing their spilt water. Staff maintain good medication and accident records and keep parents appropriately informed. These measures effectively contribute to the children's good health and safety. There is a very good emphasis on healthy lifestyles and children are developing a good understanding about healthy eating through staff talking about the benefits of eating healthy food, such as fruit. Consequently, children know these help them to become strong. Children are physically active and have good opportunities to play outside. They engage in regular routines that promote good hygiene. For example, they wash their hands before meals and after using the toilet.

The learning environment is good overall in helping all children progress towards the early learning goals. Staff provide a child-friendly environment, organising space and resources well in almost all areas to promote children's play, exploration and decision making skills. However, children become restless and generally waste time as they wait for staff to set out the resources in the outdoor area.

Staff effectively help children prepare for moves to their new school so they feel happy and secure. Children gather confidence and familiarity by participating in planned activities where they discuss the routines, the teachers and see the uniforms they will wear in their new school. These strategies help the children feel confident when they ultimately transfer to school.

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

The management team has a good understanding overall of their responsibilities in meeting the learning and development requirements. However, the organisation of resources in the outdoor area sometimes limits children's ability to access resources quickly and easily. Staff has a good awareness of the welfare and safeguarding requirements. Arrangements for safeguarding children are good. Staff demonstrate they are fully aware of their responsibilities, including the procedures to follow when accidents and incidents occur. The manager reviews any situations, how they occur and then decides what additional arrangements are needed to be put in place. Staff routinely review risk assessments each day to make sure risks are minimised or eliminated. The leadership team uses robust recruitment and vetting procedures to appoint staff. Staff ensure that they collect all the required details about children, including information about parents and carers and any other person who has parental responsibility.

The leadership and management team have effective systems for evaluation their provision and practice that help them to inform the nursery's priorities. They use these to create action plans and set targets for improvement in the outcomes for children. For example, they work effectively with a local authority support worker and have improved the recruitment procedures, which ensure the suitability of staff to work with children. The nursery also values parents' views and fully takes account of them to help drive

improvement in their partnership working and care of the children. For example, staff have obtained a software programme to promote children's skills in counting as a result of parents informing them of this resource.

Annual appraisals take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. This helps drive improvement within the nursery and therefore benefits the children. The management implements appropriate supervision opportunities for staff to discuss any issues concerning children's development or well-being. This in turn, helps to ensure that staff appropriately support children's individual needs.

The partnerships with parents is strong. Staff provide a wide range information for parents, which include the nursery's policies and procedures. This helps everyone be aware of their responsibilities. Parents are very happy with the care and learning provided for their children. They state that their children are always happy to come to the nursery and that staff are friendly and value the parent's skills and knowledge. They also feel that the staff implement the Montessori philosophy well, which helps their children progress in their learning effectively.

Children benefit from the staff developing some good links with other professionals. For example, they welcome and implement advice successfully from the local authority support worker. They also compile data and report on safeguarding issues for the judicial authorities. This enhances the care, learning and development for each child and supports their improving outcomes.

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
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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	EY358875
Local authority	Surrey
Inspection number	938482
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	21
Name of provider	Teruko Juliana Tissera
Date of previous inspection	26/06/2012
Telephone number	01737 356105

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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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