

Port Regis Montessori

Port Regis, Convent Road, BROADSTAIRS, Kent, CT10 3PR

Inspection date	03/10/2013
Previous inspection date	29/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 staff team are deployed extremely effectively to meet the children's individual needs very well.
- The monitoring, supervision and appraisal system work effectively in promoting the on-going professional development of all staff.
- The staff work very well together as a team under the nursery's effective leadership and management.
- Overall, throughout the nursery there is a wide variety of stimulating and exciting activities and resources available for children to choose from and enjoy.

It is not yet outstanding because

- There is a stimulating outdoor area, however, staff do not always make the most of this resource, which occasionally limits children's ability to explore outdoors.

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 interviewed the nursery manager.
- The inspector had a tour of the premises with the manager of the nursery.
- The inspector observed and spoke with staff and children and sampled relevant records and other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector fed back the inspection findings to the company area manager, manager and deputy manager of the nursery.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

Port Regis Montessori Nursery registered in 2005. It is one of seven settings owned by this provider. It operates from a segregated area of a nursing home, with five care rooms, in Broadstairs, Kent. There are extensive grounds which include a farm area and woodland walk, to which all children have access. There is suitable access to the buildings and many internal steps. The nursery is open each weekday from 8am to 6pm all year round. The setting is on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are 157 children on roll, all of these are in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four. The nursery employs 25 members of staff; of these, 24, including the manager, hold appropriate early years qualifications to National Vocational Qualification level 3 and one member of staff has attained qualified teacher status. There is one member of staff working towards appropriate qualifications.

What the setting needs to do to improve further

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

- strengthen opportunities for children to access more resources and activities outdoors.

Inspection judgements

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

The management team and staff work effectively together to help make sure children experience a stimulating and interesting range of activities. Overall, these are adapted well to suit their individual stages of development. The indoor area, in particular, is a varied and exciting place for children to explore. Although there are stimulating activities available outside, staff do not make the most of opportunities to develop these further. The key persons at the nursery base most of their activity planning on their thorough knowledge of the individual needs and interests of the children in their group. This means staff plan and provide activities that engage children in their learning. Much of the future planning is also influenced by regular observations of children's play and any identified next steps for their learning. These observations are recorded and monitored, to ensure each child makes good progress in all the learning areas. Children's achievements are routinely recorded in their development folders, using photographs and their own work to support the written observations. These 'Learning Journey' folders are readily available to

parents. Children's views are sought when reviewing and planning future activities. For example, they share that they enjoy extra focussed activities, such as dancing, football and French.

The key persons develop effective individual play plans for children with special educational needs and/or disabilities to ensure they receive the right support. Staff display a good understanding and sensitivity in their guidance and interaction with all children. This is especially evident in how they encourage and promote children's speech and language skills. Children who have English as an additional language benefit from this attention. This results in children making good progress in their communication and language development.

Staff strive to make all children's learning fun. For example, staff provide good interaction to children during role play and outdoor play to extend their learning. Children display an eagerness to learn and show their enjoyment in the wide range of play opportunities on offer. Staff support them very well using Montessori teaching methods to support them in climbing, role play and hand-eye coordinating activities. These help give children confidence in their physical abilities, as well as providing them with new challenges. Very young children are learning to take turns and respect others with their key person acting as a good role model. Age appropriate resources and equipment help children become confident in their coordination and physical capabilities. Staff display skills in their support of children's involvement in their play choices. Staff observe and question what the children are doing. For example, staff provide creative resources and everyday items to stimulate children's imagination. Various types of interactive games help promote children's knowledge of shapes, numbers and an understanding of how important it is to listen and share.

The nursery has a very small farm area, where a pig, chickens and ducks are kept. There are also two guinea pigs kept as indoor pets. Staff help children to develop an understanding of how to care for animals. This help in their understanding of the world about them. Children are encouraged to talk about their own family, home and favourite things. This means they are helped to feel secure and have a sense of where they belong. Most children are able to make independent choices on how they spend their time in the nursery. Although, on occasions older children have structured activities planned, which are not always flexible in promoting their increasing independence. Children are able to enjoy stories read by staff. They are encouraged to talk about what they have heard and ask questions. Children are encouraged to negotiate when they play together. For example, when there is a need to share, such as painting and playing with cars. This enables them to learn how to communicate effectively with others and gives them further confidence in their speech. All children are encouraged to recognise their own name, either on clothes hooks or through self-registration. Older children have opportunities to show their understanding of letters and words, by attempting to write their names. Younger children practise their emerging mark making skills as they use resources such as sand play and painting. Children develop skills across all learning areas as they benefit from the indoor and outside play spaces throughout the day. All children clearly enjoy and achieve in their time at the nursery, developing the skills they need for their future learning.

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

Management and staff show they are able to contribute effectively in the safeguarding and well-being of all children at the nursery. All staff display a very good understanding and sensitivity towards making sure children feel valued and secure. The key person system is used efficiently to promote children's feelings of trust and safety. This is an important part of the relationships children have with the adults who care for them. Children are well supervised by staff, who offer them good support in their play. This helps children progress successfully and effectively in their learning. Staff also provide good support for children with special educational needs and/or disabilities. They act promptly on advice from parents and other specialists. Effective processes in place mean that management and staff can adapt, improve and provide activities to meet children's varying needs. Staff also work extremely closely with parents and other carers. This results in effective information sharing and helps support children's emotional development well. Children, including those whose first language is not English, enjoy being at the nursery. They show confidence in staff who respond appropriately to their individual needs. This is evident at all times, but is especially displayed in how quickly young children settle in and get used to the routine of the nursery. The key persons give these situations their full and experienced attention, helping make such changes easier for children to deal with.

Children have packed lunches provided by parents or warmed up meals freshly prepared for the nursery in the adjoining nursing home. Staff ensure they give children the help and assistance they need in preparing for this. Children are taught about healthy eating as they enjoy balanced meals and snacks of fruit, with water or milk to drink. Staff risk assess the areas children use efficiently. They work hard to ensure children are cared for in a healthy and safe environment. Children are also able to learn how to keep themselves safe in an emergency, for example, they regularly practise evacuating the building. Staff also ensure they teach and enable children to wash their hands before eating. Children behave very well, developing their personal and social skills by playing and eating together in groups. Overall, staff are able to provide the required support and supervision that allows them freedom in their play. Children are also supported in taking on new challenges, promoting their confidence and self esteem. This means children are well prepared for their eventual move on to school.

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

There are clear and effective arrangements in place, to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff show they have a good understanding of the local Safeguarding Children Board procedures and know how to respond if they ever have concerns about a child in their care. The provider ensures all new staff are properly checked and assessed as suitable to work with children. Most of the staff employed are qualified to at least level 2, with room leaders having qualifications at level 3. There is also a staff member with qualified teacher status. There is a robust recruitment process in place. In addition to this there is a very efficient staff monitoring,

supervision and appraisal system in place. This supports staff knowledge on how to provide good facilities, support and experiences for children and their families. Well recorded and thorough risk assessments are carried out on a daily basis and any hazards found are made safe. The manager displays a good understanding of the ratio and space requirements. The numbers of children and adults in each care room is carefully monitored, to ensure they keep within the legal requirements.

The well-developed self-evaluation process is continuous and efficient. There are reflective practice and evaluation systems in place throughout the nursery. These, along with frequent staff meetings, identify and address any queries raised and also support parental feedback. The manager carries out regular observations and, with the monitoring of staff, this enables management to address issues that may arise. The managers and key persons also track children's progress using their observations which are regularly carried out. This means they are able to keep a good check on children's achievements and development. If there are any concerns about individual children's progress, these can be swiftly identified and relevant planning put in place. The management team also listen to the views of parents, children and staff and use these to change and improve the setting. There are several information notice boards and interactive systems to promote the involvement of parents. They are actively encouraged to engage in their children's achievements and time spent at the nursery. Parents are able to keep up with their children's progress as they can see their children's learning journey folder whenever they wish, as well as talk with the key person. Consent is always obtained to consult with specialists or other professionals, if there are queries about children's individual needs.

The provider ensures her management and staff team are able to access a varied programme of professional development. This enables them continue to meet the differing needs of children attending. Parents say their children thoroughly enjoy themselves at the nursery. They also state they are very happy with the provision and that staff are helpful and supportive. Parents show that they are aware of how the nursery operates and the routines followed. They clearly feel at ease as they bring and pick up their children. It is clear from the comments parents make that all children benefit from a range of stimulating and enjoyable experiences, which are promoting their good progress and development.

Staff are proud and clearly value the partnerships they have built up with local agencies and professionals, such as the local authority early years team and physiotherapist. They make good use of the support and information provided, to help promote children's welfare, development and well-being. Staff are aware of how important their role is in helping children prepare and look forward to the next stage in their lives.

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	EY413006
Local authority	Kent
Inspection number	912616
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	157
Name of provider	Townsend Montessori Nurseries Ltd
Date of previous inspection	29/11/2010
Telephone number	01843600444

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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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