

# The Collegiate Montessori Nursery LTD

6 Brincliffe Crescent, SHEFFIELD, S11 9AW

<b>Inspection date</b>	15/11/2013
Previous inspection date	26/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
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

- The quality of teaching is excellent. Staff are highly skilled in planning an extremely challenging, interesting and varied educational programme that captures children's interests superbly. Consequently, children make outstanding progress in their learning and development and are incredibly well-equipped with the skills they need, when they move on to school.
- Children's emotional well-being is exceptionally well promoted because the staff are highly responsive and sensitive to the children. This helps them to form strong emotional attachments with their key carers. The excellent settling-in programme ensures that transitions from home are seamless.
- Leadership and management is inspirational. Staff are continually improving their practice because they receive an astute, specific and tailored programme of professional supervision and development. Coaching and well-targeted objectives, in line with the nursery's priorities for improvement, ensures that all staff are incredibly well supported to fulfil their roles.
- All staff have an excellent understanding of their responsibility to safeguard the children in their care. Staff work extremely closely with the children, which helps them to swiftly identify any areas where children may need additional support.
- Partnership with parents and other agencies are outstanding. As a result, there is a collaborative approach to children's care and learning which helps them to make the best possible progress.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector completed two joint observations with the manager.
- The inspector held meetings with the manager and reviewed the risk assessments and policies and procedures for the nursery.
- The inspector observed children participating in a number of activities and staff's interaction with the children.
- The inspector reviewed the nursery's plans for improvement, self-evaluation form and took account of the views of parents spoken to on the day of the inspection.
- The inspector scrutinised a range of written documents including planning, children's assessments and individual education plans.

## **Inspector**

Sarah Taylor

## Full report

### Information about the setting

Collegiate Montessori Nursery LTD is a private nursery which opened in 1980 and was re-registered with new owners in 2007. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is accommodated in a single storey building in the grounds of a large Victorian property in the Brincliffe area of Sheffield. The nursery offers childcare to children from the local and wider community and outside the city boundaries. There are five classrooms, a self-contained baby unit, large indoor extra-curricular room and dedicated Montessori teaching area, plus toilets, kitchen/staff room, office, reception area and storage space. The nursery has a secure outdoor play area including an outdoor classroom, with access to the extensive grounds for supervised walks and outdoor activities.

There are currently 126 children on roll, of those; all are in the early years age range. The nursery is open Monday to Friday, for 49 weeks of the year, from 8am to 6pm and children attend for a variety of sessions. There is a holiday club which operates for the same hours and sessions during school holidays. The setting offers care to children with special educational needs and/or disabilities.

The nursery employs 27 staff members to work with the children on a full and part time basis, of those; 24 staff holds a recognised early years qualification. The setting also employs three ancillary and support staff who teaches French, Spanish and music lessons. The nursery school receives support from the local authority, the Early Years Inclusion team and the National Day Nurseries Association. Collegiate Montessori Nursery School has achieved Sheffield Quality Assurance status at gold standard. The nursery follows the Montessori teaching philosophy.

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

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

- enhance the already excellent educational programme by providing children of all ages with opportunities to move in new and exciting ways to promote their physical development even further.

### Inspection judgements

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

The quality of teaching is excellent. Staff are highly skilled in planning an extremely challenging, interesting and varied educational programme that captures children's interests superbly. For example, staff plan a 'welcome week' topic which covers the seven

areas of learning extremely well. To ensure that children receive a balanced curriculum there is also a clear continuous provision plan which is completed in consultation with the children. Adult-led focused activities are well planned and based on children's next steps in learning, to help them to make outstanding progress in preparation for the move to school. Staff are highly reflective of their practice and are continually looking for ways to improve children's learning. For example, they evaluate children's progress daily to identify any support they can give to parents, to encourage children's learning at home. This is further enhanced because staff explain the curriculum to parents and frequently send out 'activity at home sheets'. Planning is extensive and covers both the indoor and outdoor classrooms to ensure children's all round development is incredibly well supported. Staff meticulously assess the children's progress effectively, using a range of observations and documentation, such as, the two year progress check and transition and tracking documents. All children have an individual education plan which covers the prime and specific areas of learning. These are specifically used to prepare children in readiness for school. For example, they cover children's next steps to promote their mathematical development, language, personal and social skills and children's home interests. Consequently, children make outstanding progress in their learning and development and are incredibly well-equipped with the skills they need, when they move on to school.

Staff expertly use every opportunity to extend the children's learning, for example, staff have planned a planting activity outdoors. They ask the children to check the date and time so that they can sign out of the building. This helps the children to begin to explore the concept of time. Once outdoors the children take their bulbs over to the planting area where staff encourage them to carefully dig out the soil so that they can plant them. Staff extend this activity further by asking the children about the name of the bulbs and the weather conditions they grow in. This supports children's understanding of the world extremely well. Children relish the obstacle course that staff have designed for them and they delight in participating in the relay races and jumping in and out of the hoops. Staff make this activity even more challenging and exciting, by introducing an egg and spoon race where the children negotiate space and carefully use their balance and coordination. However, there is scope to enhance the already excellent opportunities, to promote children's physical development even further and the management team have identified this as an area to develop. Young babies are blissfully happy exploring the different textures in the paint, where staff have carefully hidden leaves for them to find. Babies squeal with excitement as they play in the shallow tray of cereal, where they excitedly crunch and scoop it up in their hands.

Older child thoroughly enjoy the Montessori teaching session where they explore and touch shapes. Staff extend this by encouraging the children to use descriptive language, such as, short, thin and wide. Staff add new shapes that progressively become harder for the children to recognise and count the sides of. This challenges children's thinking greatly and gives them a different perspective of mathematical concepts. Children eagerly write letters and numbers where staff add new letters with more complex formations for the children to write. Children enjoy reading a wide range of interesting books. Staff ensure that they use the books to support children's learning. For example, they explain that text is read from left to right. When reading stories staff make them exciting by using different intonation in their voice, which fascinates the children. Children develop a wide range of practical skills. For example, they relish making their own dens in the outdoor classroom,

happily move in different ways during the dance session and eagerly repeat and sound out words during the French and Spanish lessons. Consequently, all children including those with special educational needs and/or disabilities are extremely well prepared for school and make outstanding progress in their learning and development.

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

Children develop a true sense of belonging from the start of care at this warm and welcoming nursery. For example, staff ask for information from parents about children's family tree before they start, so that when the children arrive for the first time, they can see pictures of people who are special to them. Children have a minimum of six visits to the nursery which ensures that children develop secure and strong attachments with their key person. Children choose their own key person which ensures that their feelings are respected and promotes their physical and emotional well-being. Staff work very closely with parents to ensure they establish excellent partnerships with them from the onset of care.

When the time comes for children to move rooms or move to school, staff work tirelessly with children's new carers to ensure that transitions are seamless. Staff support children who are moving to school incredibly well. For example, they carry out activities, such as, talking about going to school, children's new carers and their new environment. They also plan activities to support children's independence skills, such as, fastening their own coat, putting on their own shoes and managing their own hygiene. This ensures that children are emotionally prepared for school. Children are exceptionally well behaved. This is because the staff are excellent role models to the children and provide clear and consistent boundaries. Staff encourage the children to be kind and considerate towards each other, which promotes their personal, social and emotional development incredibly well. Staff routinely praise the children's efforts which helps to promote their self-esteem.

Children are learning how to keep themselves safe. This is because the staff teach them about safety. For example, when the children are crossing the car park, staff remind the children to hold hands and keep to the side. Children thoroughly enjoy regular exercise where the staff talk to the children about the effects exercise has on their bodies. Children receive a variety of healthy snacks and meals because the nursery works with a nutritionist to ensure that the menus are well balanced. Children are highly independent and are very capable at washing their own hands before meals, blowing their own noses and putting on their own coats and shoes. Children thoroughly enjoy exploring the abundance of high quality resources available to them.

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

Leadership and management is inspirational. The manager has an excellent understanding of the Statutory framework for the Early Years Foundation Stage. She monitors the educational programme for every child, discussing and implementing individual education

plans with the staff. Her 'hands on' approach to management means she has a clear picture of the progress children make during their time at the nursery. It also helps her to ensure that highly challenging next steps are planned to support the children to make rapid progress and means that any gaps in their learning are easily identified and prompt interventions are applied to narrow the gap. Excellent partnerships with agencies, such as, the family support team and the social care team means that the links exist should children need additional support from outside agencies.

Staff are continually improving their practice because they receive a tailored programme of professional supervision and development based on astute and specific assessment of their development needs. A programme of coaching and well targeted objectives, in line with the nursery's priorities for improvement, ensures that all staff are incredibly well supported to fulfil their roles and responsibilities to an impeccable standard. Regular supervisions, appraisals and one-to-one meetings mean that staff have every opportunity to discuss any concerns they may have about the children in their care. The manager and all staff have an excellent understanding of how to safeguard children and who to report any concerns to. For example, they recognise both the physical and emotional signs and symptoms of abuse. Clear policies and a designated child protection, behaviour management and individual needs coordinator, ensures that staff are always able to seek prompt advice and support to manage children's care and learning needs incredibly well. The whistleblowing policy and staff's understanding of this means they are also very familiar with what to do, if any allegations are made against a member of staff. The manager reports any concerns she has, for example, to Ofsted and the local safeguarding board, which ensures that information is always acted upon. Clear and robust recruitment procedures ensure that only staff that are suitable to work with the children are employed at the nursery.

The nursery has clear well-targeted plans for the future. For example, there are several detailed action plans which include parent and children's input. The nursery has met all of the recommendations raised at the last inspection and has made even more improvements, such as developing the outdoor classroom, to ensure children have more choice about where they play. Training for staff in areas, such as, the Early Years Foundations Stage and Makaton means that staff training has the maximum benefit to the children. This demonstrates an excellent commitment to continuous improvement. Partnership with parents are outstanding. For example, regular questionnaires open evenings and their input to the nurseries self-evaluation ensures that their opinions are fully sought. Staff ensure they are always able to support parents, for example, they provide them with information about weaning, potty training and schools in the local area. Staff visit children's new school with parents to ensure that there is a collaborative approach to children's care and learning which helps them to make outstanding progress in all areas of their learning and development.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY358276
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	941700
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	94
<b>Number of children on roll</b>	126
<b>Name of provider</b>	Collegiate (Montessori) Ltd
<b>Date of previous inspection</b>	26/04/2011
<b>Telephone number</b>	01142 580035

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

