

# Blackwell Montessori Nursery

Blackwell Methodist Church Hall, Greenhill Blackwell, Bromsgrove, Worcestershire, B60 1BL

## Inspection date

Previous inspection date

17/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 happy and enjoy attending this welcoming nursery. They settle well and follow a familiar routine. This helps children to form secure attachments with staff and develop a sense of belonging.
- There is a good overview of the curriculum and educational programmes are well monitored. Assessments are accurate and children's next steps in learning are clearly identified and planned for. This ensures children are well challenged and make good progress.
- Teaching is good because staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children progress well given their starting points and capabilities.
- Overall, leadership and management is strong and there is clear motivation to develop the nursery, in order to improve children's learning even further.

### It is not yet outstanding because

- There is scope to develop line management arrangements of staff to ensure a more robust approach to maintaining and building on the already good quality teaching within the nursery.
- The learning potential of the outdoor area is yet to be fully maximised. As a result, children sometimes have fewer opportunities to extend their learning and development when playing outside.

## 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 toured all areas used by children and observed children during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took into account the views of the parents, carers and children.
- The inspector viewed children's records and the nursery's policies and procedures.
- The inspector checked evidence of suitability and qualifications of the staff working with the children.
- The inspector spoke to the manager and staff during the inspection.

## Inspector

Julia Galloway

## Full report

### Information about the setting

Blackwell Montessori Nursery was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms in the Methodist Church Hall in the village of Blackwell in Bromsgrove. The nursery serves the local area and has strong links with the local school. There is an enclosed area available for outdoor play.

The nursery opens on Monday to Friday, with the exception of Wednesdays, from 8am until 6pm. There are currently 34 children on roll in the early years age range. Children are able to attend for a variety of sessions. There are three practitioners, all of whom hold full and relevant childcare qualifications to level 3.

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

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

- extend further the systems in place for the performance management of staff, for example through staff observations, in order to evaluate and monitor the impact of their individual teaching skills
- maximise outdoor learning experiences for children by ensuring they are able to access activities in the outdoor area all year round, so they can explore and use their senses in a rich learning environment.

## Inspection judgements

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

The nursery is well-organised and provides an inviting and safe environment for the children who attend. All children are making good progress because staff prepare a wide range of activities that interest and motivate them to learn. Educational programmes have depth and breadth across all areas of learning which enables children to engage in a wide range of experiences. Planning ensures that children's individual needs are met and takes into account the different ages of the children who attend. For example, activities specifically for two-year-olds, who benefit from a separate smaller room where they spend time with their key person who supports them individually. As a result, younger children are well supported and they easily make the transition into the main room to join the older children when the time comes. Staff are aware that younger children may spend extended periods of time at a particular activity that they enjoy. For example, when a two-year-old plays in the sand for a long time, staff check in with her and ask her if she would like to do something else. She indicates that she is happy and staff sit with her for a while before

leaving her to play longer because they can see that she is happy. Teaching is good because staff know the children and have high expectations for each of them. All children are included when they come together as a group for circle time. Staff ensure that they use a range of resources that meet individual children's needs. For example, children enjoy passing items linked to the letter, number and colour of the week to each other, and use these as they take part in the activity. Circle time is well planned with clear learning objectives and staff successfully make sure that all children contribute. A variety of prompts and visual items are used to engage and motivate children who are keen to join in and have their turn. Learning is extended for those children who require more challenge by asking questions that require them to think more critically. Staff encourage children to look around the room for pictures or items that begin with a specific letter or to count a certain amount of items that they can see. Thorough group planning, which takes into account individual children's next steps, ensures that staff are able to quickly give appropriate support to children.

Children's progress and achievements are closely monitored because the nursery uses assessment documents that identify attainment and highlight any gaps in progress. Staff complete regular observations and use these to precisely monitor progress using profile sheets. As a result, they are then able to ensure that activities are planned to meet children's specific needs. The nursery gathers information about children's starting points when they begin attending nursery. They build on this detail over time through their own observations and assessments and monitor each child's development to ensure they are making good progress. The key person system is well embedded and staff know their key children well. This ensures they can approach their interaction with children in a well-informed way, such as being able to skilfully question them during activities or during their play. Teaching is focused yet driven by what children choose to do. The key person observes, then evaluates their progress. Children are given extended opportunities to be independent and to make choices about what they would like to do. This supports their learning because staff take the time to play with or alongside the children during activities and they monitor what children are learning. This information is clearly recorded and shared with parents and carers throughout the year. Assessments such as the progress check at age two are routinely completed. This ensures that parents and carers are well informed about their child's strengths or any areas where their learning is less than expected. The nursery is able to identify any gaps in progress and is proactive in providing targeted support for children who require it. For example, children with speech and language difficulties receive regular focused support in partnership with advice from other professionals. The nursery also provides additional individual and small group work for children who speak English as an additional language. As a result, all children make good progress given their starting points.

Opportunities to develop children's independence are promoted throughout the nursery and as a result all children appear happy and confident. They move around the range of activities provided, showing interest and curiosity. Staff engage in sustained shared thinking with children during play. For example, when playing with a train track that has broken apart, they ask 'what's happened?' When children reply 'there was a big storm', staff do not just fix the track but talk to the children about the 'storm' while helping them. Once the track is fixed they extend learning by asking 'how do we know that it is safe?' The children reply 'we can test it.' As a result, the children are able to play while thinking

creatively about what they are doing. Activities are specifically provided to support children with practical lifestyle tasks, such as pouring items from jug to jug or opening fastenings on clothes. As a result, most children have a 'can do' attitude as they approach tasks with enthusiasm. Children show that they are very familiar with routines. When the 'tidy up' song is played they quickly begin to pack away what they are doing. This shows that they are gaining important skills that will support their ongoing learning when they move to school.

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

All children appear happy and settled in the nursery and they clearly enjoy attending. They form secure attachments with staff who are positive and approachable at all times. As a result, children are developing a sense of belonging in this welcoming environment. The key person system is well-established and staff quickly tune into individual children and are able to successfully support them during play. Interactions between staff and children are very positive and as a result children play well together and show respect and understanding of each other. This develops their ability to share activities and work and play together. For example, when building towers with blocks, two children decide that they need a member of staff to help them. One child goes to get help while the other holds the tower, which is now taller than him. They ask the adult to hold the tall tower while they begin to build a second one. Once the second tower is finished they admire their work and receive praise from the adult. This supports their emotional well-being because they are proud of what they have accomplished and have solved a problem to achieve a goal. The nursery also has a table where children can place toys, models or pieces of work that they want to keep safe. They understand and trust that other children are not allowed to touch or take their model. As a result, at tidy up time they cope well with a change of activity because what they have been doing is safe and they know that they can come back to it later. Routines have been developed that ensure children access a range of adult-led and child-initiated activities. This keeps children's interest and because staff spend time ensuring that the nursery is well presented children are motivated to play with a range of toys. Displays within the room have been developed so that children can interact with them and during the day they look to them and comment about what they see.

All staff act as good role models to children because relationships and interactions are based on mutual respect of each other. Relationships at all levels are strong because both adults and children listen to each other and value each other's opinions. Strategies that have been developed to support children who at times find it difficult to manage their behaviour are highly effective. This is because they are sensitively implemented by knowledgeable staff who are consistent in their approach. As a result, children's behaviour is very good and all children play well together. This means that children are well prepared emotionally for the next stage in their learning because they are confident and resilient. Partnerships with the local feeder school ensure that important information is shared when children move onto school or for children who attend the after school club. Early years children in the after school club have an identified key person who ensures that they get the support that they need. This includes gathering information about children's likes and dislikes and monitoring progress while they attend the club. Staff understand their role in

working in partnership with other providers to effectively safeguard the children in their care. This ensures that all children's safety and welfare is given the highest priority. Staff have attended the required first aid training and thorough and clear care plans provide children who require medication or who have allergies with the required help if needed. The nursery records any medication that is administered and parents and carers are informed and then sign to confirm. Systems are in place to monitor expiry dates on medicines which ensures that no child is put at risk from unsuitable medication.

Children's independence skills are given high priority within the nursery and staff encourage children to do things for themselves. Children pour themselves a drink when required and confidently carry it across the room. This supports them to make judgements about how to do so safely. Children are encouraged to take measured risks by completing a range of practical life tasks that are set up by staff. These include activities that enable children to practice specific exercises that are closely linked to real life experiences. For example, dressing or undressing, cleaning and polishing or using kitchen utensils. This supports children to take an active role in their personal development and supports their understanding of the part they have to play in daily life. Staff sit with their key group of children for mealtimes which creates a homely feel to this event. This helps to develop a family atmosphere and children chat happily to each other. They are excited to share what they have been doing and discuss games that they have played together. The nursery encourages children to bring healthy food such as fruit from home to eat at meal times. This helps to give children and families guidance about the importance of eating a balanced healthy diet. The nursery has a large outdoor area with a range of play equipment. However, children sometimes have fewer opportunities to access the outdoor area in the winter months because they do not have appropriate clothes to do so. This does not always fully support and extend children's learning and development because they cannot always play and explore in a stimulating outdoor environment.

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

Overall, leadership and management is good and there is a clear motivation to develop the nursery in order to improve outcomes for all children that attend. The nursery ensures that all children are kept safe from harm and all children make good progress as a result. Safeguarding responsibilities are understood by staff who ensure that detailed record keeping is maintained and precise information about children is recorded. A named lead member of staff with safeguarding responsibilities has been identified and all legal requirements have been met. The nursery has a robust recruitment procedure that includes obtaining an enhanced disclosure and barring service check and checking suitability to work with children. This is achieved through the requesting of references and viewing certificates of relevant qualifications. Induction of new staff involves identifying another more experienced member of staff to act as a mentor. The safeguarding policy and procedures are thorough and staff ensure that no unsuitable people access the nursery. Policies are reviewed regularly and implemented consistently by all staff. Comprehensive risk assessments ensure that any risks within the environment are minimised and staff carry out safety checks on a daily basis.

Monitoring of the educational programmes and planning ensures that all children's individual needs are taken into account. Planning ensures that children access activities in all areas of learning, although equal consideration is not always given to ensuring that all children have frequent opportunities to play outdoors. However, a range of activities and experiences are provided that include daily opportunities to support physical development through music and movement style sessions. Teaching is of a consistently good standard and as a result all children engage with learning activities. All staff receive line management from the manager which gives them opportunities to discuss what is happening within the nursery and to identify any training needs. However, line management arrangements are yet to be fully enhanced. For example, by the manager carrying out sharply focused observations of staff working with children in order to robustly evaluate the impact of practice on children's experiences. Nevertheless, staff interactions with children and each other are good. As a result, strong attachments between all staff and children are evident.

Partnerships with parents and carers are given high priority. The manager ensures that parents and carers provide the nursery with important information about children by completing a detailed 'family contribution' document. This ensures that staff can provide appropriate experiences for children based on their needs. Parents and carers speak positively about the nursery and report that their children make good progress during their time attending. A parent and carer board is displayed outside at the end of each session with a 'wow' moment for each child. This provides parents and carers with a daily update about what their child has been doing. The nursery has been proactive in providing communication books for children who attend more than one setting to ensure that important information can be shared. Staff have good relationships with schools and teachers visit the nursery to spend time with children prior to them moving into reception class. Information from children's assessments and observations is shared and gives accurate evidence of where children are in their learning and development to support this transition. Systems to evaluate the setting include seeking the views of parents and carers. A system of self-evaluation ensures that the manager and staff continually consider ways to improve. The nursery shows a commitment to evaluate the effectiveness of the provision. For example, by identifying areas for continuous improvement and considering the views of children, parents and carers and staff. This has also included working in partnership with outside agencies to make recent changes to the planning system and daily routine. This was undertaken to ensure that children's needs are central to the work that the nursery does. As a result, the nursery is highly effective in ensuring that all children make good progress and are safe, happy and well cared for.

### **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	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>	EY466210
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	930853
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Blackwell Montessori Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07732498980

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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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