

# Kings Castle Montessori Nursery School

Kings Castle Montessori, 31 Saxonbury Road, BOURNEMOUTH, BH6 5NB

<b>Inspection date</b>	20/01/2014
Previous inspection date	14/05/2013

<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's independence is encouraged well. They are motivated to learn and make many choices in their play encouraging them to become active learners.
- Staff have a good understanding of children's individual needs and routines. As a result, children are settled and secure.
- Effective systems are in place to observe, assess and plan for children's learning. This enables staff to monitor children's progress and identify any gaps in their learning.
- The staff's clear and consistent messages teach children about showing care and courtesy towards others and, as a result, children play together well.
- Partnerships with parents and external agencies are strong. This means that children receive the support they need for their care, learning and development.

### It is not yet outstanding because

- Staff do not make the most of the outdoor learning opportunities to challenge and extend the older children's learning experiences.
- At times, organisation of routines in the two-year-olds' room do not run smoothly to make sure all children are supported, such as when getting ready to go 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector talked to staff, parents and held discussions with the manager and deputy manager.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector discussed the systems used to review and evaluate the nursery.

## Inspector

Dinah Round

## Full report

### Information about the setting

Kings Castle Montessori Nursery School is a privately owned nursery which initially opened in 1997. It re-registered following the amalgamation of the nursery and baby unit. The rooms for babies and younger children are located in a separate part of the building to the rooms for older children. It operates in a residential area of Tuckton, near Bournemouth.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It follows the Montessori philosophy of education. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure outdoor play area. There are currently 168 children aged from three months to under eight years on roll. The nursery receives funding for the provision of free nursery education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The nursery employs 28 members of staff. There are 20 staff with level 3 qualifications or above and three staff with level 2 qualifications. Of these, one member of staff has an Early Years Childhood degree. Three staff are working towards an early years qualification.

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

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

- review use of the outdoor play environment and organisation of the play activities to maximise opportunities to extend children's learning and development
  
- improve organisation in the two-year-old room at busy times of day so children are well supported and kept occupied.

### Inspection judgements

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

Children come into the nursery confidently and quickly settle and engage in a chosen activity. Key staff liaise closely with parents when children first start, gaining detailed information about each child's abilities, preferences and routines. This means staff have a good understanding of children's individual needs enabling them to provide tailored support for children's care, learning and development. Planning is flexible to incorporate a good balance of both adult-led and child-initiated learning. Staff motivate children's learning as they get involved in children's play and effectively adapt activities to respond to the children's individual interests. For example, young children enjoy playing with a soft

ball because a member of staff teaches them throwing and catching skills. She skilfully extends the activity by introducing beanbags, counting with the children as they throw, and adding some number rhymes. This enhances the children's learning experiences and helps raise their awareness of number through fun play activities.

Staff complete ongoing observation and assessments to successfully monitor children's progress, including a system to complete two-year-old progress checks with parents. This enables staff to identify the next steps in the children's learning which they then use to tailor future activities. As a result, children are making good progress in their learning in relation to their starting points. Staff keep parents well informed about their child's development. This is through the informal daily discussion and viewing children's progress folders. Staff encourage parents to contribute what children are doing at home on the monthly 'feedback forms', helping staff to provide continuity for children's learning. Formal arrangements throughout the year provide opportunities for parents to share the children's records with key persons in more detail. This helps parent to feel fully involved in their child's learning and gives them ideas as to how they can further support their child's learning at home.

Children's independence is fostered very well and, as a result, children are confident and motivated learners. They develop good skills for the future as staff encourage them to learn to do things for themselves. For example, older children select a piece of paper, fix it to the easel then carefully place the paper to dry on the rack when they finish their painting. All children are able to self-select resources and many show good concentration as they use the Montessori equipment. The experienced staff in the pre-school room allow children to persist when challenges occur and are skilled at knowing when to step in to offer support. This successfully promotes children's active learning and helps children achieve. Children develop good communication skills. The majority of staff maximise opportunities to enrich children's language and help children build on their vocabulary. For example, staff talk with babies continually as they encourage them to engage in early communication. They introduce new words, such as 'sticky' and 'shake, shake, shake' as babies move their hands up and down as they play with the spaghetti. This fun activity captures the children's interests and they smile and vocalise in response as they imitate the sounds and words. All children have good opportunities to use their senses to explore and experiment through a wide range of resources. They show excitement as they feel the textures of the different materials and mediums, such as sand, dough, paint and shaving foam. Older children show good control as they use scissors to cut paper and thread beads on string, helping to promote their physical development well.

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

Children form positive relationships with their key person and other members of the staff team. There are good settling-in arrangements and support for children as they move on to different rooms within the nursery. This helps children establish close relationships with familiar adults in the setting. Staff interact with children in a warm and caring manner. They follow younger children's routines, such as making sure they have their particular comforter at sleep time. This means children are settled and secure. Displays of children's

artwork are shown around the nursery, and this, alongside the self-registration systems, gives them a strong sense of belonging. Staff provide dual language books to reflect children's home languages, helping children to feel valued and included. Planned activities are organised to raise children's awareness of differences within the wider world.

The deputy completes detailed risk assessments of the premises and staff carry out daily checks of all areas used by children. This enables them to identify risks and they take prompt action to address these, such as fixing new bolts so the safety gate on the stairs is secure. Staff talk to children to teach them about safety, such as how to move a chair correctly and how carry scissors safely. As a result, children are learning how to keep themselves and others safe in their play. Staff supervise children well recognising when the younger children need some additional support, such as learning to feed themselves at mealtimes. Staff follow clear procedures when taking children on outings. This includes increasing the usual staff ratios so that there is one member of staff to two children and a first aid trained staff member is always present. Staff provide children with clear boundaries and expectations with regards to behaviour, teaching the children to show care and courtesy towards others. As younger children join in a game of catch with a ball, staff help the children understand to share and take turns with their friends. Older children are learning to work well with others and as a result, are forming friendships. The use of regular praise and encouragement by staff successfully builds the children's confidence and self-esteem.

Overall, children's health is promoted well. They have some access to outdoor play activities to make sure they get daily fresh air and exercise. Due to planning restrictions, the children only get a limited time to use the outdoor play space. However, this time is not organised effectively as all children go outside together which creates a very busy environment. As a result, opportunities to extend older children's learning are sometimes missed and they lose interest in their activities. Children know the importance of following good personal care routines, and the easily accessible toilet and hand-wash facilities help children become increasingly independent. A separate sleep room provides a calm and relaxing space for children to rest. Staff use a monitor to enable them to see and hear the children at all times. Children are provided with healthy snacks of fresh fruit. Some children enjoy the nutritious hot meals that are delivered to the premises daily. There are effective systems to support children's individual medical needs. Staff liaise closely with parents, and attend specific training, to make sure they are clear of any procedures to be followed. This helps to make sure that children's medical needs are met.

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

Staff have a clear understanding of the Statutory Framework Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. Detailed recruitment and vetting procedures are followed to check staff's suitability to work with children. Policies and procedures are regularly reviewed to reflect any changes and to support the running of the nursery. Staff are familiar with the setting's comprehensive safeguarding policy. Staff attend training to help them identify any concerns and they

know to report these to the manager. All new staff participate in the nursery induction process which covers safeguarding, health and safety and the group's policies. This helps to make sure that they are clear of their roles and responsibilities. All the required documentation is in place to support children's safety and welfare. These records are stored securely to promote confidentiality.

The management have a positive attitude to the ongoing development of the provision. Following the last inspection, they put a clear action plan in place to address the issues raised. Additional staff have been employed and senior staff make sure that the required ratios are maintained at all times. Staff are now well deployed with key members of staff employed in each area to meet children's learning and development needs well. They have re-visited the procedures used to move young children between different areas and the fire evacuation procedures have been discussed in detail. This helps make sure that all staff are clear of their role in keeping children safe. Staff now plan specific play activities for the garden area to widen children's learning experiences. The manager holds weekly meetings with room supervisors to discuss any issues, evaluate practice and focus on priorities for future improvement. She works with staff in the rooms and checks the children's assessment folders to monitor the quality of teaching. The manager links with her local authority advisors for advice and support.

Overall, the experienced and qualified staff team work together well. They follow the Montessori roles of observer, presenter and conductor to support children in their learning and development. However, occasionally routines are not organised well in the two-year-old room. For example, staff have not fully thought through the routine for taking children outside to ensure children's needs are consistently supported at this time. Staff are encouraged to attend training to continue their professional development. The manager and deputy carry out regular supervision to support the staff in updating their knowledge and skills.

Strong partnerships with parents and other professionals mean all those involved with the children work together to meet children's needs. Staff liaise closely with specialist teachers and follow guidance on how to support children's specific needs. This provides continuity for children's care, learning and development. Parents receive good information about the provision through regular emails, monthly newsletters and access to the nursery website. This keeps the parents well informed about the nursery and updates them of any changes. Parents are happy with the nursery provision, commenting they 'feel very well informed'.

Staff help children get ready for school by encouraging them to become increasingly independent. Teachers from the local schools visit the nursery to meet the children who are moving up to school, helping to make children's move to school easier.

### **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>	EY380634
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	920884
<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>	68
<b>Number of children on roll</b>	168
<b>Name of provider</b>	Saxonbury Road Ltd
<b>Date of previous inspection</b>	14/05/2013
<b>Telephone number</b>	01202 422235

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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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