

Queens Park Montessori

155 Richmond Park Road, Bournemouth, Dorset, BH8 8UA

Inspection date

06/01/2014

Previous inspection date

11/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 extremely settled and secure at the nursery because staff implement highly effective settling-in routines when children first attend and move from one room to another.
- Management liaise closely with other professionals and implement effective procedures to support children with special educational needs and/or disabilities. Consequently, children enjoy their time at the nursery and progress well.
- Management and staff create effective channels of communication with parents. Consequently, they feel well informed and fully involved in their child's experiences at the nursery, which positively impacts on how confident and secure children feel.

It is not yet outstanding because

- Staff do not always resource play areas imaginatively and make full use of the outdoor areas throughout the day. Consequently, children's learning is not always fully extended and younger children in particular do not benefit from outdoor space to explore whenever they want to.
- Staff serve children their meals and drinks. Consequently, children do not have the opportunity to practice their independence skills at mealtimes in readiness for school.

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.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress folders, planning documentation and regulatory documentation.
- The inspector examined reports from the local authority and self-evaluation documents.
- The inspector carried out a joint observation with the owner/manager.

Inspector

Marilyn Joy

Full report

Information about the setting

Queens Park Montessori Day Nursery registered in 1991. It operates from the ground floor of a private house, close to Bournemouth town centre, in Dorset. The nursery is privately owned and follows the Montessori method of teaching. The accommodation provides three separate play rooms for the different age groups and a sleep room. There are enclosed areas for outdoor play. The nursery is registered on the Early Years Register and there are currently 52 children on roll. The nursery is registered to provide funding for free early years education for children aged two, three and four years. The nursery opens five days a week from 8am until 5.45pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There is a team of 13 staff who work directly with the children, including the owner who is supernumerary on most days. The owner has Early Years Professional Status. There are eight staff with qualifications at level 3 and four who have early years qualifications at level 2.

What the setting needs to do to improve further

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

- use and resource play areas more imaginatively to fully extend children's learning; in particular, extend opportunities for younger children to learn outdoors
- help older children develop their independence skills further and competently use appropriate equipment; particularly at mealtimes.

Inspection judgements

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

Children make good progress because staff know them well and successfully promote their learning in preparation for school. Staff gather information from parents regarding children's capabilities and interests when they first attend and as part of ongoing discussions with them. Staff use this information alongside regular observations to identify each child's stage of development and their next steps for learning. Consequently, monitoring and assessment processes provide a clear picture of each child's achievements. Parents are fully involved in supporting children's learning at home and regularly view children's folders, which include examples of their work, photographs and written records of their experiences. In addition, staff complete the required progress checks for two-year-old children and share these with parents.

Management place a strong emphasis on supporting children with special educational

needs and/or disabilities. Staff work in partnership with other professionals and parents to provide an environment where children receive the individual help they need in order to progress well. Sometimes this includes a dedicated key person whose role is to provide sensitive one-to-one support while giving space to explore on their own. Children benefit because it provides them with security, continuity and an opportunity to explore. Staff make good use of training to introduce new activities to support children's communication skills, particularly children who speak English as an additional language or who have a language delay. Staff create language boxes with different objects for children to identify and talk about. Children learn the names of objects as well as prepositions and positional language as they follow staff directions about where to place each object.

Staff provide a broad range of activities and experiences at the nursery. This includes a combination of planned activities, which focus on promoting children's individual next steps, as well as free choice. Staff teach children how to use the Montessori equipment and effectively adapt tasks to suit children's interests. Children become engrossed and develop their concentration skills because they want to finish the task. A younger child carefully places coins in a money box whereas an older child is eager to find the letters to form his name. The youngest children attempt simple puzzles and press buttons to make the battery toy light up. However, staff do not always consider how they fully extend children's learning, particularly when they are responding spontaneously to their interests. For example, staff provide wet weather suits so that children can enthusiastically splash around on a windy day in the puddles created by the recent heavy rain. Children learn how this affects riding their bikes, how deep the puddle is and how they can get across it. However, staff are not always fully prepared so they can extend children's enthusiasm further. For example, they do not introduce objects that might float or be propelled by the wind. Generally, staff promote children's imaginative play with a range of props and dressing-up clothes. Staff build on children's interest throughout the week by adding additional resources.

Exciting experiments challenge children's thinking. For example, children create their own volcanoes from mixing bicarbonate of soda and vinegar. Staff build on children's vocabulary by providing them with the words to talk about the ingredients they are using, what they smell like and what is happening. Children squeal delightedly as froth erupts over the top of their container. Staff help younger children's emerging language through songs and stories, modelling language and encouraging children to express themselves. Staff use activities such as food tasting to introduce the vocabulary as well as encouraging some children to try a wider range of foods. Staff encourage children's creativity well. Children explore different paint techniques and explore the textures of different malleable materials.

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

Children are extremely settled and secure in the nursery because of the effective and consistent settling in arrangements that staff put into practice. Staff spend time gathering information from parents regarding children's individual needs, interests and abilities when children first attend. They update this information regularly with parents, particularly when

children move age groups. At this time staff arrange frequent settling visits. Initially children are accompanied by their existing key person, but after a few visits, and once they are comfortable in the new room, their new key person takes the lead with organising the remaining settling visits. Consequently, when children move permanently into their new room they are confident in their new environment and are ready to learn.

Overall, children are confident and independent learners. Generally, older children successfully develop the skills they need in readiness for the move to school. They select resources from the open shelves and carefully complete the Montessori task they have chosen. Staff help children learn to care for themselves as they progress through the nursery. Consequently, older children put their own coats and shoes on when going outside and organise their own food and drink at snack time. However, staff do not take full advantage of opportunities at lunch time to help children practise and develop their physical and independence skills further. For example, children do not serve their lunch or pour their own drinks and staff do not provide them with a knife as well as a fork in order so they can practise using them together. Children enjoy healthy and freshly prepared meals daily.

Overall, children have good opportunities to develop their physical skills. Younger children learn how to use their bodies and control their movements as they explore a variety of equipment indoors and outdoors. They climb over large tyres in the garden and into boxes. Children learn how to climb steps safely and then turn around before attempting to come down the small slide. Older children develop their coordination further when spooning flour into a small container and then adding liquid with a syringe. Staff help children to use equipment safely and efficiently because they explain and show them what they need to do.

Most children behave well. Staff provide them with clear boundaries and help them to understand what is expected. There are simple rules for them to follow, such as putting the toys away when they have finished with them, washing their hands at appropriate times and being kind to others. Staff recognise that some children find routines difficult. To help children with this they show them pictures and a time line to help them understand what will happen next. Staff liaise closely with parents when children find it difficult or are not yet old enough to understand what is expected of them. Staff develop a range of age and developmentally appropriate strategies. They consistently implement these to help children understand that taking toys from others or biting are not acceptable. Children of all ages play outdoors daily which provides them more space to move around and be energetic. Younger children use the main outdoor play area but also have their own dedicated area, which is accessed directly from their play room. However, staff do not make the most of using this on a daily basis to fully extend children's play and experiences throughout the day and provide more space to be energetic. Overall, there are plenty of toys and equipment available to support children's all round development indoors and outdoors.

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

Management have a clear understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities to promote and safeguard children's welfare. Management and staff implement effective policies and procedures. Consequently, all the requirements are met and children benefit from the safe and secure environment provided. Management use robust systems for the recruitment and employment of staff. This helps ensure staff are suitable to work with children and that they fully understand their roles and responsibilities. Effective performance management processes support staff in their work and their ongoing professional development. Consequently, staff respond appropriately to children's needs and develop effective strategies to accommodate individual requirements. Management and staff liaise closely with all parents to help ensure they are involved and fully informed about their child's experiences and care in the nursery. For example, accidents and incidents are clearly recorded and fully discussed with parents. Procedures, such as for managing children's behaviour, are discussed and agreed with parents and staff are vigilant in promoting these effectively with the children. There is a clear complaints procedure in place, which helps ensure parental concerns are responded to appropriately, should they arise. Management promote an inclusive environment and children benefit from the welcome they receive.

Management and staff have a clear understanding of child protection issues. Staff complete safeguarding training and there are clear procedures for them to follow if they have concerns about a child in their care. The nursery is safe and secure. Staff complete daily safety checks and regularly practise the fire drill to help ensure children can be evacuated quickly in an emergency. Staff are vigilant with locking gates and the front door. Good adult to child ratios are maintained to ensure children are well supervised.

Management and staff are keen to maintain good quality in the care and learning they provide. They regularly evaluate their practice and respond positively to feedback from the local authority. This helps them identify action plans for further development and make improvements. Since the last inspection, improvements have been made with monitoring children's learning, organisation of the nursery at the beginning of the day and safety arrangements in the sleep room. For example, children's progress records clearly record children's achievements and the introduction of a tracking system helps identify areas where they are achieving less well. Consequently, staff recognise where children may need additional help. In these instances, staff work effectively with other professionals to help children achieve well. Overall, all children make good progress in their learning given their individual capabilities and starting points. Parents comment on how much their children like attending, how happy they are with the progress they are making and the effective channels of communication. Overall, parents feel well informed and happy with the care provided.

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

Unique reference number	EY242933
Local authority	Bournemouth
Inspection number	946000
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	52
Name of provider	Alison Catherine Toms
Date of previous inspection	11/08/2009
Telephone number	01202 523 293

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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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