

Guildford Montessori Nursery School - The Spike

The Spike, Warren Road, GUILDFORD, Surrey, GU1 3JH

Inspection date

Previous inspection date

11/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 and staff use observations and assessments of children exceptionally well to help children reach their full potential.
- Children's confidence and self-esteem are fostered excellently through the nurturing support and encouragement staff offer during free play and adult directed activities.
- The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles.
- Children show they feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust.
- Children benefit hugely from the highly successful partnership between the staff and parents.
- Staff demonstrate an excellent understanding of child development. They use their wide ranging skills, knowledge and experience to effectively challenge and stimulate the children so that they are eager to learn and explore further.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector conducted a joint observation with the manager.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector took account of the views of parents and how the nursery school evaluate their provision of care..

Inspector

ALison Large

Full report

Information about the setting

Guildford Montessori Nursery School - The Spike, first opened in 2007 but re-registered in 2013 at a new site. It is one of four privately owned nursery schools. The nursery school operates from The Spike Community Centre, in the Guildford area of Surrey and serves the local community and surrounding areas. Children have access to the enclosed outdoor area and recreation field under supervision. The nursery school follow the Montessori philosophy. They open from 9am to 4pm, each weekday, during the school term time only. The nursery school is registered on the Early Years Register. They are in receipt of early education funding for two-three-and-four-year-old children. The nursery school supports children with special educational needs and/or disabilities and also children learning English as an additional language. There are eight members of staff who work directly with the children, six of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- extend children's experiences of nature to further enhance their learning of the wider world.

Inspection judgements

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

Throughout the nursery school, children are making excellent progress in all areas of their development. Staff create a highly stimulating environment, where the atmosphere is incredibly positive and encouraging. Children make rapid improvement in their learning under the care of the extremely knowledgeable and motivating staff team. Children quickly develop new skills, grow in confidence and rise to the challenge of trying something new. They are very active learners. Excellent observation, tracking and assessment systems are in place and are used exceptionally well by the staff team. This very good practice helps ensure all children are highly challenged. Children reach their full potential because activities and learning experiences fully support their interests and the next steps in their learning extremely well.

Staff demonstrate an extremely secure knowledge and understanding of how children learn. As a result, children are enthusiastic and develop a highly positive attitude to their learning. They learn to work alongside their peers extremely well. The very well planned educational programmes ensure that staff offer the children exceptionally interesting and challenging experiences across the different areas of learning. The nursery is organised to provide a stimulating learning environment with access to well-resourced areas so that children can explore freely. Children develop excellent communication skills and chat

happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement. They demonstrate an excellent understanding of children's individual learning needs. Staff use high quality teaching methods to support and challenge children's learning as they help children to sound out different letters. The children thoroughly enjoy tracing their finger around the different letters as staff teach them the sounds. Older children confidently recognise and sound letters independently. Staff give lots of praise and encouragement for children's emergent writing, which in turn greatly boosts children's self esteem and confidence. Staff provide children with an extensive range of resources to explore and investigate within the mathematics area. They interact closely, skilfully posing high quality open ended questions, which challenge children's thinking and learning. Proactive staff offer children time to think about and process the questions they are asked. Children successfully predict the order of the 'life cycle of' cards are placed in. They gain confidence in selecting the right size and colour of bears to complete the matching and comparing activity and begin to use the number rods with confidence. High quality teaching practice demonstrates promotes how children build and develop their opportunities to use prediction and mathematical skills through active hands-on learning. These excellent learning opportunities prepare children extremely well for school and their future learning.

Parents are highly encouraged to be involved with their children's learning at the nursery school through excellent daily feedback and regular parent's meetings. Parents are invited to visit the setting and share their skills or career with the children, which are a highly successful activity and thoroughly enjoyed by the children. The nursery school share very comprehensive information with parents about their children's learning and development and offer parent's lots of opportunities to contribute their knowledge of their child. This ensures consistency is fully achieved and parents are able to continue the learning at home. Staff demonstrate an excellent understanding of the assessment check to be completed for children aged between two and three years of age. They use their very detailed assessments of the children to conduct these. All assessments are shared with parents enabling parents to be fully involved with their child's learning.

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

Children thoroughly enjoy their time at the nursery school. They develop particularly warm relationships with each other and with staff. An excellent key person system is in place, which enables all children to be ready for the next stages in their learning. Children have very strong emotional bonds and trusting relationships with their key person. This very effective relationship helps children develop high self-esteem and confidence. Staff make excellent use of resources to promote children's learning and development. The indoor and outdoor play areas are very well organised. There is a wealth of opportunities available, so that children can take part in a wide variety of activities. Children play extremely happily alongside each other and demonstrate excellent turn taking skills as they share resources. Staff interact exceptionally well with children at their level, skilfully asking them questions to extend their knowledge. Staff are extremely effective in supporting children's growing understanding of how to behave in order to keep themselves and those around them safe. Children listen to gentle reminders staff offer,

and demonstrate they understand by explaining the reasons why they should not run indoors. For example, a child confidently expresses that 'we might bump into someone and they might get hurt'.

Children enjoy healthy and nutritional snacks such as fruit and vegetables and bring their own packed lunches. Staff talk about different foods with the children and discuss what foods are good for their bodies and help them to grow. Staff are excellent role models as they sit alongside the children demonstrating how to hold the knife to cut up the banana or use the tongs to serve their fruit. Children benefit from plenty of space and time to learn and master these new skills. Excellent interaction and encouragement from the staff help those who are struggling to obtain the confidence to try cutting the fruit with the knife. Children have a very good understanding of their personal hygiene routines and know why they must wash their hands after using the toilet and before eating. Very secure systems are in place to inform staff of any health or dietary issues the children may have. The nursery school has highly effective systems in place for behaviour management. Children's behaviour is exceptional at all times. Children are successfully mastering the ability to share and take turns with one another as they play. Children understand staff expectations of them and are confident to make their own choices and decisions. Opportunities to develop physical skills are fostered very well. Children thoroughly enjoy playing in the outside area of the nursery school. They have superb opportunities to ride a range of wheeled toys, climb, balance and catch. There is also an excellent range of resources to allow children to build and role-play in the outside area. However there are fewer opportunities for children to explore nature on a more regular basis.

There are excellent partnerships between the nursery school and the local schools. Nursery staff invite teachers to attend the nursery so that children have opportunities to become familiar with the new faces they will see and in readiness for going to school. This is highly effective in supporting children's confidence as they move on to the next steps of their learning. Staff support children extremely well in helping them to become independent and gain the skills. Staff nurture children with special educational needs and those children speaking English as an additional language exceptionally well. The multilingual staff team is a real asset and makes a significant impact for children attending the nursery school. Overall, this high quality organisation ensures children are extremely well prepared for a smooth progression to school.

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

Parents and children are welcomed into an extremely warm and friendly nursery school. An excellent staff team meet children's welfare and learning needs with great success. Staff have an exemplary understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Very effective management structures are in place and communication with all levels of staff is excellent. The owner, manager and staff are extremely committed and highly dedicated to maintaining the highest levels of achievement for the children. Arrangements for safeguarding children are very robust. Staff complete training in child protection and have an excellent understanding of

safeguarding procedures and their responsibilities. Leadership is inspirational. The owner and manager demonstrate an excellent understanding in relation to robust and secure recruitment. They adhere to thorough induction procedures, which results in well qualified and suitably vetted individuals looking after the children attending. The owner and manager have extremely high aspirations for quality, which is evident through ongoing improvement, in consultation with staff, parents and children. There are excellent systems in place to monitor and evaluate the nursery's performance. Strengths and areas for development are highlighted. For example, staff have highlighted the need to broaden children's knowledge of the wider world and nature to enhance the provision further. All children are included and supported extremely well and the nursery school promotes equality and diversity highly successfully. An extensive range of policies and procedures are in place and thorough risk assessments prioritise children's safety in all areas both inside and outside. Staff monitor children extremely well and use clear explanations to help ensure that children learn to understand hazards.

Staff have an outstanding knowledge of the learning and development requirements. Children benefit from rich and vibrant learning experiences throughout the day. A superb partnership between the nursery school and parents means that staff know the children well. Key information about children is regularly shared between staff and parents. Parents speak very highly of the nursery school, stating it offers them and their child a very high level of service and care. Parents are kept very well informed about daily routines and the activities their children have taken part in and enjoyed, and how this learning can be extended at home. Parents express enormous confidence in the standard of care, communication and how their children are emotional secure and ready for future learning. Parents of children finding it hard to separate and settle state they have seen their children blossom whilst at the nursery school due to the excellent support from staff. Partnerships with other settings that some of the children attend are excellent. Staff liaise extremely well with the other providers and professionals. This results in a fully shared approach to children's care and learning.

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	EY466929
Local authority	Surrey
Inspection number	928668
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	27
Number of children on roll	47
Name of provider	Elena Buchholdt
Date of previous inspection	not applicable
Telephone number	01428 713854

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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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