

# Norman Court Montessori CIC

Norman Court School, Norman Court, Salisbury, SP5 1NH

## Inspection date

Previous inspection date

25/02/2014

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

- Staff create an enabling environment, promoting children's independence and engaging them in purposeful play.
- Staff understand how children develop and learn. Children form strong bonds with their key person, staff and each other.
- Staff develop very successful partnerships with parents. They exchange information on a daily basis to meet the children's individual needs.
- The management team sets appropriate and realistic targets to bring about improvements.
- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination.

### It is not yet outstanding because

- Children's understanding of the wider world is not promoted fully because they do not see positive images of a diverse society around the nursery.

## **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 observed activities in the nursery and outside.
- The inspector looked at children's learning journey folders, planning documentation, the self-evaluation and a selection of policies and children's records.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to the children.

## **Inspector**

Marie Bain

## Full report

### Information about the setting

Norman Court Montessori CIC opened in 2013. It is run by a non-profit making company and managed by trustees. It operates from its own building within the grounds of Norman Court School on the Hampshire/Wiltshire border. Children are divided into two age groups and each has their own dedicated space. There is an enclosed outdoor play area as well as use of the school grounds.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery operates weekdays from 8am to 6pm for 51 weeks of the year. The nursery offers a 'Stay and Play' session from 9.30am to 11.30am, term time only for parents and their children. There are 18 children currently on roll, all of whom are in the early years age range. The setting employs eight members of staff to work directly with the children, seven of whom hold early years qualifications. The setting uses the Montessori method of teaching.

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

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

- extend the use of positive images of a diverse society around the nursery to enhance children's understanding of the wider world.

## Inspection judgements

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

Children are enthusiastic and keen to participate in activities. They show clear delight at attending this nursery. Children exhibit good levels of motivation throughout the session as they move around the playrooms with direction and initiative. Staff use the Montessori philosophy to complement the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, children learn valuable, transferable, sustainable life skills through the interwoven teaching methods. The quality of teaching is very good and as a result, all children make very good progress across the areas of learning. Staff record regular observations of what individual children can do and tailor their planning and input to maximise each child's progress. Staff use these observations in children's records to show how individual assessments have been arrived at, and how progress has happened. As a result, children's next steps are clear.

Overall, children learn about the wider world through a range of topics and activities. For example children have been finding out how different festivals are celebrated, including New Years Day, Chinese New Year, Valentine's Day and Australia Day. Children made

aboriginal style art using finger painting, and boomerangs to hang up, and explored the sounds the Didgeridoo makes. They made heart shape jam tarts for Valentine's Day and the home corner became a Chinese caf complete with Chinese cutlery, menus and lanterns. Children tried sweet and sour chicken, prawn crackers and noodles as part of the celebration. Children learn about winter through exploring the cold continents of the Arctic and Antarctica. They looked at a map of the world in order to learn a sense of place between them and the continents. However, there is a lack of positive images of a diverse society around the nursery to promote children's understanding of the wider world fully.

Play activities and experiences indoors and outside promote children's senses, mathematical awareness, physical skills, communication and language and literacy. Staff use positive questioning techniques, which encourages children to extend their thinking. Staff listen patiently to children, giving them time to consider their answers. This helps children to become confident to express themselves. Children are proficient at using the sandpaper letters and word sheets to build words and recognise letter sounds. Children love looking at books. The nursery library provides a cosy place for children to enjoy a range of fiction and non-fiction books.

Children are introduced to a very good range of mathematical concepts, such as counting, shape, size and simple problem solving, through the wide range of Montessori equipment available to them. Children learn about three dimensional shapes, and grade and match cylinders according to size and colour. Children use pegs and threading to follow a pattern to develop their mathematical and literacy skills. They learn to grasp objects and transfer them, which helps to develop muscle strength in preparation for early mark making leading to writing. Children's mathematical knowledge and language is promoted further through cooking activities. They follow the process through from beginning to end. For example, they pick the apples and prepare and chop them, then rub together the fat and flour for a crumble topping to make apple crumble. Children use their senses to explore textures and express their creativity during art and craft and 'messy' activities. These include shaving foam, paint, collage and play dough. Children transfer and pour using water and soil in the outdoor 'garden centre' and they learn how to plant and grow bulbs to develop their understanding of nature. Children take part in 'rugby tots' sessions run by an external coach and a music specialist comes into the session on Fridays to run the music group. These opportunities promote children's physical development and love of music.

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

Children are happy and content at the nursery. This is because they are fully supported by the caring, patient and enthusiastic staff. Staff operate an effective key person system, which promotes the children's feelings of security. All children show a strong sense of belonging. Staff nurture children to help them to make new discoveries. Babies enjoy warm interaction and lots of cuddles and attention. Staff use a wide range of resources, such as sensory bottles, treasure baskets and colour bags filled with opening and closing objects, tubes and various natural materials, to encourage babies to investigate and develop curiosity. All children show clear enjoyment in their learning. This is because staff

focus on each child as a unique individual, promoting their independence, confidence and self-esteem.

Staff act as good role models and have high expectations of the children. Staff promote children's good behaviour by reminding them about the boundaries, both verbally and pictorially. Children benefit from the vast amount of praise and encouragement they receive from staff. Children develop the skills of turn-taking, waiting and sharing and staff encourage the children to be kind to each other. As a result, children mix well with their peers and play harmoniously. Staff understand that a healthy lifestyle supports the children's physical, social and emotional well-being, and underpins successful learning and development. The cooks prepare healthy and nutritious snacks and meals for the children, and fresh water is available at all times for children to help themselves as they wish.

Children are developing many good personal hygiene practices as they wash their hands at appropriate times throughout the session. They learn how to do this from an early age through the picture clues in the toilet areas. This helps children to become aware of healthy lifestyles. All children develop good self-care skills, for example, as they find their coats on the pegs and put them on for themselves. Children learn the importance of respecting and caring for their environment by using child-sized dust pans and brushes to tidy up after activities. The babies have their nappies changed regularly and go to sleep happily, with staff supporting them if necessary. Staff discuss children's sleeping patterns with parents and ensure babies have special comforters when they go to sleep in the 'dream conical', which helps them to settle into the nursery well. Children develop skills in pedaling, moving round objects, climbing and balancing during their daily opportunities for exercise in the outside area. The outdoor area is an important part of nursery life and children go outside freely to extend learning. For example, they walk around the extensive woodlands and learn about the beauty and serenity of the natural world as they watch the deer and squirrels.

Children have access to an extensive range of very good quality resources which link the Montessori method for teaching and learning closely to the Statutory Framework for the Early Years Foundation Stage, providing a well-rounded and stimulating educational environment. Consequently, the learning experiences for every child are exciting, purposeful and fascinating. There is a happy buzz of activity, songs and laughter throughout the nursery. Children's artwork is beautifully displayed around the nursery, showing how much staff value children's individual achievements.

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

Staff have a good understanding of their responsibility to safeguard children. They know the procedures to follow if they should have any concerns about a child in their care. Staff are well qualified, having attended a range of training courses including safeguarding, and they are committed to ongoing professional development to ensure that the children's needs are met at all times. Staff carry out regular risk assessments, helping to ensure all areas, equipment and resources are safe. Security is very good. Staff check the identity of

visitors and reception staff monitor access to the nursery. Staff maintain good, detailed documentation, policies and procedures to meet all the regulatory requirements.

The manager, supported by qualified teachers and the trustees, provides strong leadership to the staff team. Consequently, the staff team is motivated and passionate about providing high quality care and guidance to all children. The robust recruitment, vetting and induction procedures ensure that staff are experienced and suitable. Management monitors staff performance, through appraisals and supervision, to ensure that staff's strengths are valued and targets are set that identify areas for improvement. Staff meet regularly to discuss practice ideas and planning throughout the nursery. Staff, children and parents contribute to evaluating the success of nursery practice to determine future priorities for improvement.

Staff develop good partnerships with parents. Parents receive consistent feedback about their children's progress through discussions, communication books and parents' evenings. Parents benefit from the information in newsletters and on display, such as photographs of the children enjoying play activities, and information about the areas of learning, current early years practice and childhood growth and development. Staff encourage all parents to contribute to their children's learning and development. For example, parents share children's achievements or special moments at home through the 'Out and About' sheets. Staff provide a useful information sheet detailing suggestions for parents to use to support their child's learning at home. This includes, for example, talking to children and singing or baking together. Parents are happy with the quality of the provision and have high levels of appreciation for the nursery. Staff work closely with local schools to support children to move successfully to school. They hold informal meetings in the nursery so that parents and children can meet their new teacher.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY465377
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	929070
<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>	60
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Norman Court Montessori Community Interest Company
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01962 855412

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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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