

Patchwork Nursery

36 Belmont Park Avenue, MAIDENHEAD, Berkshire, SL6 6JS

Inspection date

Previous inspection date

29/04/2014

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 management and staff are dedicated professionals who have high expectations for the children's achievements. They are totally committed, enthusiastic and determined to provide children with the best learning and development opportunities possible.
- Children are highly valued as unique individuals. Staff make thoughtful and accurate assessments of children, which are used to promote learning and development across all seven areas of learning.
- High quality links have been established with parents and carers which is a major strength of the nursery. Relationships are secure, trusting and warm because they are given utmost priority.
- An excellent focus is placed on learning in the indoor and outdoor environments which provides a strong base for children to develop confidence, independence and to explore. The effective organisation of resources ensures that children can make decisions and choices in their learning.
- Safeguarding systems are robust in the setting ensuring the safety of all children.

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 held meetings with the manager throughout the inspection and carried out a joint observation with her.
- The inspector observed activities both inside the nursery and in the outdoor play area.
- The inspector looked at and discussed children's assessment records, the self evaluation process, and the nursery's policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.
- The inspector also took account of the views of several parents spoken to on the day.

Inspector

Ann Rowe

Full report

Information about the setting

Patchwork Belmont Montessori School was originally registered in 1989 but has re-registered due to a change of ownership in 2013. It is owned by Patchwork Nursery Limited who also have two other Montessori Nurseries in the area. The nursery operates from the ground floor annex of a large detached house close to the town centre of Maidenhead in Berkshire. Children have use of a foyer, playroom with toilets and a large enclosed garden for outdoor play. There is a kitchen/office and separate toilet for staff use. The nursery is open from 8am until 6pm every week day for 48 weeks of the year and is closed for two weeks during the summer, one week at Easter and another at Christmas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from two up to eight years and nursery education funding is available for three and four year olds. There are currently 41 children on roll who are all in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery follows the principles and philosophy of Maria Montessori which are supplemented by traditional teaching methods. The nursery principal holds a level six qualification, a Montessori teaching certificate and has gained Early Years professional Status. The Manager who also holds a level six qualification is supported by three other qualified staff, one of whom is working to gain a level six qualification. The nursery also employs a cook to prepare meals on-site. The nursery is a member of the National Day Nurseries association.

What the setting needs to do to improve further

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

- increase the opportunities for children to make further visits in the local area to extend learning for even the most able children.

Inspection judgements

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

Staff have an exceptional knowledge and understanding of how to implement the Early Years Foundation Stage. They offer impressive opportunities to the children, which fully enhance their learning and development. Activities are challenging but achievable, ensuring that children always remain confident and motivated. Staff have an extensive understanding of children's learning and their needs are well met through a range of both planned and spontaneous activities. For example, there was excellent scientific teaching about worms and about the apple life cycle with challenging questions, sound use of observational aids and using extremely advanced vocabulary.

Staff have exemplary knowledge of each child and their individual learning needs. They carefully plan children's next steps of development and are at the forefront of staff's thinking at all times. Ongoing summative assessments are rigorous and are reflected in each child's learning journey records. Children make significant progress in this nursery and most are at expected levels for their age and some exceed it. For example, some children enjoy and respond well to reading scheme books. As a result, majority of the children are making outstanding progress in relation to their capabilities.

Children are very confident and settle quickly, developing an enthusiasm for exploration and demonstrating the ability to persist and concentrate on activities. For example, young children transfer the lentils with a small spoon to develop small muscle control. Staff always challenge children to think about activities, so that they are learning through first-hand experiences and staff realise the value of this approach. Inspirational support is evident in many of the staff interactions and this results in high quality learning and development. The children show obvious enjoyment when participating in the excellent range of experiences on offer and when making their own choices about activities they want to do. They feel valued and understood when staff thoughtfully support their interests and ideas. The children are effective decision makers and they persevere at activities of their choosing.

Children are always busy and occupied in this appealing and challenging nursery environment. Teaching is clear, well considered and demonstrates an in-depth understanding of children's overall and specific learning needs. Staff ensure that children have opportunities to further development in all curriculum areas both independently and with support where necessary.

Partnerships with parents are exemplary. Parents are extremely complimentary about the nursery and the progress which their children achieve. The very strong bond that exists between the nursery and home is one of the nursery's key strengths. Parents comment on the knowledgeable, caring and supportive staff. They receive regular updates about their children's progress through termly detailed reports and daily hand over times. They are actively encouraged to contribute to the child's learning through the home/school book, which they much appreciate. Staff share individual targets with parents and suggestions are made for activities which parents can carry out at home to support this new learning.

Staff model language in an extremely positive manner, which supports those children who are less confident when communicating. Highly effective systems are in place to support children with English as an additional language and children with special needs. Staff are constantly extending children's vocabulary by using advanced and technical words such as symmetrical, pollination, balanced and cocoon. They listen to children's conversations and ideas with interest and pose challenging questions. The nursery also uses sign language as a method of communication, to ensure that everyone can be included. This means that all children develop extremely good communication skills, which prepare them well for their future learning.

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

Children feel extremely safe and secure in this setting as staff are constantly working to ensure that they form strong and trusting relationships. Children's well-being and safety are priorities in this child-centred nursery. Parents, carers and children feel very welcome and comfortable in this bright, well-maintained and stimulating environment. Staff work very closely with parents during the settling in period ensuring that they meet children's particular needs and interests exceptionally well. As a result, children develop into very self-assured individuals able to demonstrate high levels of self discipline. For example, by playing exceptionally well together without any need for staff interceptions. Older children show that they are able to take turns fairly with ride-on vehicles and they constantly treat other and adults with respect. The children understand the rules and the boundaries and their behaviour is excellent at all times.

Staff encourage children very effectively to be independent in their personal care routines, to put on their own coats, shoes and boots and to make choices in their activities and resources. They have good manners, and receive frequent praise for their considerate attitudes. This gives them a high level of self esteem and encourages them to gain exceptional levels of confidence. Children are able to manage risks safely when using the purpose built climbing equipment and when using the scooters on the sloped pathway, which promotes their sense of their own safety extremely well. Children receive healthy foods for all meals whilst managing cutlery correctly and behaving very well at the table. This develops an understanding of healthy foods and their value in the diet and promotes independence. Staff sit with the children at mealtimes and act as excellent role models as they demonstrate social skills and create a warm and pleasant occasion.

Children have excellent opportunities to have fresh air and exercise whilst using the extremely well organised and resourced outdoor play facilities. There is lots of space to run around and use a broad range of exciting play equipment that very successfully promotes their physical development. For example, they can ride on a range of vehicles each with a different method of propulsion and balance and climb on the adventure equipment, as well as using sand, water and small world toys that enhance fine motor skills. Children of all ages thoroughly enjoy these activities, playing with their friends and socialising with adults. There is scope to increase the opportunities for children to make further visits in the local area to extend learning for even the most able children.

Space and resources are exceptionally well planned and used to create wonderful experiences. The inside nursery environment is equally well organised with excellent resources displayed in attractive circumstances. Toys are easily accessible, home corner areas are inviting encouraging the children to take charge of their own learning by exercising choices and showing independence. The room is light and colourful with well prepared displays and posters which are child friendly. All of these factors provide a rich and varied environment where learning and development are promoted across all curriculum areas.

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

The leadership and management of the provision are outstanding. Both the owner and the manager have worked recently to gain level six qualifications and are now encouraging other members of staff to improve their qualifications also. This demonstrates their desire for improving standards in the nursery and reflects all aspects of care and education. Regular appraisals and the recent introduction of peer observations ensure that staff continue to develop and refine their teaching skills, to the benefit of the children in this setting. Staff are fully aware of and committed to the implementation of all safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff evaluate children's progress regularly and in-depth at the end of each term, so that all children make excellent progress and planning can be adapted according to individual children's needs. The staff team work together effectively to identify and address areas for improvement.

The arrangements for safeguarding children are outstanding. Both the provider and the manager are highly experienced individuals with sound knowledge about child protection issues. Staff have recently undertaken more training on site with the result that they are totally confident in their understanding of procedures to be followed if they have concerns about children, in their care. Therefore, there is a resounding commitment to protecting children. Robust recruitment and induction procedures ensure that all staff are suitable to work with children. New staff have a mentor for support and guidance to maintain best practice and continuity of care. The management's strong vision to provide an inclusive environment, promoting a hands-on approach to children's learning and enabling children to take responsibility for their own learning, is highly effective.

There are highly effective and established partnerships with outside professionals ensuring that they thoroughly address the needs of all children with the result that all children make outstanding progress. Staff fully promote inclusion of all families and children in all aspects of nursery life, to be certain that they support their diverse needs particularly well. This helps to support an effective transfer from their nursery to a school environment, in order to give them the best possible start in their future learning. The staff show a strong commitment to liaising with local schools, and teachers are invited to come and meet the children helping to promote a successful transition to schools.

The partnership with parents is an outstanding feature of this nursery, which is built on mutual trust and respect. Parents receive comprehensive information about the nursery, including details of activities delivered as part of Early Years Foundation Stage learning. In addition, policies and procedures, such as the equal opportunities policy are shared with parents, so they are informed about the nursery. Parents speak with high regard and gratitude for the staff and of the wonderful opportunities experienced by their children at this outstanding nursery.

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

Unique reference number	EY461546
Local authority	Windsor & Maidenhead
Inspection number	919732
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	41
Name of provider	Patchwork Nursery Limited
Date of previous inspection	not applicable
Telephone number	01628628898

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

