

Christchurch Montessori

247 Fairmile Road, CHRISTCHURCH, Dorset, BH23 2LH

Inspection date	14/05/2014
Previous inspection date	22/08/2013

The quality and standards of the early years provision	This inspection:	
	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 enjoy secure attachments with their key person. As a result children are confident and settled in their exploration and play.
- Partnership with parents is strong. Staff regularly inform parents about their children's progress and welcome parents' involvement. This means all children and their families are fully included and supported.
- Children develop good communication and language skills as staff consistently engage with children using positive and extending language.
- Excellent use of tracking systems means that managers and staff have an accurate understanding of each child's developmental progress and use this to identify next steps of development.

It is not yet outstanding because

- Staff deployment during transition of younger children to the garden is not always fully effective in supporting their learning and care needs.
- Staff changes are not fully reflected in the policies and procedures to help to maintain continuity in practice for the 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 observed staff and children in activities throughout the indoor and outdoor areas.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the baby and toddler room manager.
- The inspector sampled a range of documentation including children's records and staff suitability checks.
- The inspector held discussions with the leadership team, staff and children.

Inspector

Judi Naish

Full report

Information about the setting

Christchurch Montessori registered in 2008 and is privately owned. It operates from a large converted house in Christchurch, Dorset. The babies and toddlers use playrooms upstairs and pre-school children use playrooms downstairs. There are a number of enclosed areas for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens each weekday from 8am to 6pm, for 48 weeks of the year. Children attend from 9am to 3pm or for the whole day. There are currently 62 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 14 members of staff. Of these, one has Early Years Professional Status, three staff have a Montessori qualification at level 4, five hold early years qualifications at level 3, and the remaining staff are at various levels of training. The nursery follows the Montessori approach.

What the setting needs to do to improve further

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

- review staff deployment during transitions to and from the outdoor area to fully support the younger children's care and learning needs effectively
- update policies and procedures to fully reflect changes to the staff team to support consistency and continuity of practice and safeguard children.

Inspection judgements

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

Staff have a good knowledge and understanding of how children learn. Using a Montessori approach children are given space and freedom to follow their own lines of interest so they become active learners. As children explore their chosen activity staff are sensitive to step in and offer carefully matched levels of support that enable children to continue their exploration and challenges further. For instance, as children show an interest in jumping staff provide chinks for children to begin measuring the length of their jumps. The activity quickly extends to conversations about jumping high, jumping far, the longest jump and the shortest jump. As more children join in they take turns and use good writing skills to mark the length of friends' jumps. Children are supported to fully explore the activity using their curiosity, physical skills and pleasure of others sharing the experience. This means that children progress in all areas of development as their interests are extended purposefully.

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They plan good focus activities for the week using observations of key children's interests and achievements. For instance as children show a strong interest in water play while washing dolls staff evaluate the activity and note to further extend the water play activity using other resources over the coming days to draw in other areas of development. Staff use observations effectively to identify children's next steps of development and use these to support planning for the coming days. This again means children are challenged and supported to make good progress across all areas of development.

Children enjoy warm interactions with staff throughout the day. As staff participate in and extend conversations children are supported to become confident communicators. For instance babies are invited to explore different textured foods during a focus activity. As they show interest in the feel of the food staff offer words of description such as slimy and gloopy. As babies make attempts to vocalise they are supported through praise, and words are modelled back. This reinforcement means babies grow confident as they become sure of the sounds they are making. Children confidently seek out others to share ideas with. For instance a conversation about different colours is extended by staff as they bring in the idea of mixing colours such as blue and yellow to make green. This means children's language for thinking and knowledge is increased.

Staff take interest in the choices children make and children enjoy sharing ideas from their play. As a result staff know the children and engage with them well. Children playing with a bowl of make-believe snakes use play knives to cut them. They comment how 'I'm chopping up my snake, but it's only a pretend knife, I'm pretending it's a sharp knife, but it's not a sharp knife it's pretend'. As children use their imagination they are free to explore how things work and what might happen. Staff support children as they explore and offer extending ideas of what might happen to challenge children's knowledge and understanding.

Parents are involved in their child's care and share information with their key person that supports their child's learning. Parents are invited to a termly review of their child's progress and are able to look at their child's learning journal anytime. Children take great pride in their learning journals and enjoy sharing them with friends and staff during the day. Through focused questionnaires parents share their thoughts and ideas showing they are fully confident of the care their child is receiving. Parents of children with additional needs are well supported as staff work in close partnership with them and other professionals.

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

Children are happy and settled at nursery. They form strong attachments to their key person, seeking them out for conversation and cuddles. Each child has a buddy key person who provides continuity of care if their key person is absent to help the children feel secure. Younger and older children alike are confident explorers, taking great delight in the choices they make. Rooms are welcoming and a good range of resources are at

child level which means children are free to make choices throughout the day. Young children particularly enjoy spontaneous moments of music, laughing and clapping as the music plays. Children seek adults out to share experiences with them such as reading special stories. Staff sensitively include all interested children as they read books and discuss their contents, showing children they are welcome and included.

Staff creatively encourage children to make healthy choices as they introduce different fruits. For instance a pineapple is offered with its lid on so that the children can see the fruit in its entirety. The fruit has been cut into chunks within. This feeds children's curiosity and encourages them to try different foods. Children are encouraged to develop skills of independence as they carry out a group activity involving taking off and putting on their socks. Older children are keen to show off their skills and younger children are supported as they choose to watch the process. Staff use positive language to affirm children's choices of active participation or observation and encourage them to have a go when they are ready. A discussion takes place about different clothes and how they are used, which children eagerly join in with. Children are then quickly provided with the opportunity to move on to further activities. This means children's focus is not lost and positive behaviour continues as children remain engaged.

Children are encouraged to take part in activities of greater challenge. For instance as babies take part in a messy activity they are supported to use their senses as they fully engage with the activity. As babies reach the end of their focus time staff act quickly, responding to the changing needs of the group. This means risks are identified as situations change during the course of play, and babies are supported as they continue to play safely. The nursery carries out risk assessments covering the range of activities and situations children find themselves in. In this way risks are reduced while children enjoy suitably challenging activities. However there are times of transition for instance when babies are accessing the outdoor area when staff are not as efficiently deployed. This means fewer staff are available to the children to support their needs as they change environment.

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

The staff have a good knowledge of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are clear on how to identify a concern about a child and how to proceed should they have a concern to help protect the child's welfare. Clear policies and procedures are in place to ensure children's safety and welfare but these have not been updated to reflect changes within the staff team. This has a minor impact on the consistent and smooth running of the nursery.

The leadership team are highly motivated and demonstrate a commitment to continuous improvement. This has resulted in a strengthening of staff mentoring to raise standards and improve outcomes for children. Effective recruitment and vetting procedures are in place to ensure the suitability of all staff to work with children. Staff benefit from regular supervision and annual appraisals. This ensures their ongoing suitability and contributes to

the ongoing development of each staff members skills. Staff are actively encouraged to pursue further training to enhance their skills. In addition staff are mentored by a highly trained and experienced management team.

Highly efficient systems for capturing and observing children's development are in place and used effectively by the staff team. The manager closely monitors the observation, planning and assessment of all children and provides strong guidance to ensure all key-persons records are up to date and focused. Using efficient tracking methods all staff are able to see children's progress across all areas of development. This means all children are supported to make good progress in their learning towards the early learning goals.

Staff have a thorough knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Using a Montessori approach staff encourage children to fully explore activities of interest and appropriate ability. Special focus times with children further support their progress across all areas of development. Evaluations of planned activities are used effectively to plan further activities that challenge and interest all children.

The nursery staff seek the views of the parents through conversations, questionnaires and more recently the introduction of daily diaries. Parents are very positive in their praise of the nursery and feel that the staff team are friendly and work well together. Children are confident entering the nursery and as they play. Staff know how to access services for children who may need additional support to promote their inclusion effectively. Good links have been formed with other professionals which help to ensure there is a consistent approach to children's care and education.

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	EY373992
Local authority	Dorset
Inspection number	963316
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	62
Name of provider	Christchurch Montessori Partnership
Date of previous inspection	22/08/2013
Telephone number	01202 240 920

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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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