

Meadows Montessori Day Nursery

Katherine Semar Infant School, Ross Close, SAFFRON WALDEN, Essex, CB11 4DU

Inspection date	05/06/2014
Previous inspection date	05/11/2010

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

- Staff provide an inviting and stimulating range of resources and activities to engage children, especially outdoors. Consequently, through their exploration and the staff's effective teaching, children make good progress.
- Staff demonstrate a secure knowledge and understanding of all safeguarding procedures. Therefore, children learn in a safe and secure environment.
- Children are happy and secure because of the caring and trusting relationships they share with adults. This secure base enables children to develop effective relationships with their peers.
- Children thrive in their health and physical development because the nursery offers a wide variety of physical activities, both indoors and outside.

It is not yet outstanding because

- There is scope to enhance the already good partnerships with parents, in order to ensure that all parents are kept well informed of their child's progress and contribute to learning journeys.
- Some of the youngest children are occasionally not provided with developmentally appropriate group times. Therefore, there are some occasions when they are not fully supported and engaged.

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 main playroom and the outside learning environment.
- The inspector held a meeting with the managers of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jill Hardaker

Full report

Information about the setting

Meadows Montessori Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Katherine Semar School in Saffron Walden, Essex. The nursery is privately managed. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 73 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 10 members of childcare staff. Of these, three are unqualified, one holds appropriate early years qualification at level 2, three at level 3 and one at level 4.

What the setting needs to do to improve further

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

- enhance the good partnership with parents further by developing more effective ways to share information on children's development
- review staff's already good knowledge of child development to ensure all group times are planned appropriately for younger children.

Inspection judgements

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

The nursery has a wide variety of toys and resources that children can easily access, both inside and outdoors. These resources cover all seven areas of learning and the Montessori approach to learning. The environment is carefully planned and inviting, especially in the outdoors. Consequently, children make good progress in their learning and development. As children arrive at nursery, they are encouraged to find their name card and choose their coat peg. Many of the children recognise the names of their friends on the pegs. This demonstrates children's developing understanding of print in the environment. Staff have good knowledge of the children and make timely interactions, in order to extend children's learning. For example, while children play imaginatively outdoors, pretending to be birds in a nest, a staff member enhances their learning by effectively asking them questions and providing further resources. Consequently, children manage their own play, organising themselves into roles and sustain their imaginative learning for a considerable amount of time.

The quality of teaching is good. Speaking and listening skills are promoted during small group times. The older group of children show an understanding of time and changing

weather patterns by discussing what the weather is like today compared with yesterday. The staff member uses these discussions to further develop their understanding of months and changing seasons. Consequently, most children show a good understanding of the world. Staff also use this time to extend children's development in mathematics by encouraging them to count and point out numbers. However, some of the group of younger children are not fully engaged during the small group time. The member of staff sits at the children's level and uses props to help them understand the days, months and seasons. Some of the children are engaged and confidently chat about the sun shining today. However, the concept of months and seasons are beyond their development level. Consequently, some children become distracted and unengaged.

Observations and assessment of individual children are carried out regularly. This ensures children make good progress. Starting points are clearly identified and effective planning and teaching ensure children are well prepared for the next stage in their learning. Most parents feel they are well informed about their child's progress. Daily conversations with the key person and an open door policy enable parents to have access to their child's development folder. The development books can be taken home at regular intervals and parents are asked to contribute to them. This enables children to have expanded learning opportunities at home. However, some of the development books at times lack contributions from parents.

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

Children feel secure in the calm, caring, enabling environment. They are happy and enjoy their time at the nursery. All staff have high expectations of behaviour and are consistent in their approach. Therefore, children's behaviour is excellent and they have developed skills to cooperate and sort out disagreements with their peers. Effective friendships are being made. On arrival at the nursery, children actively seek their friend's coat peg and put their picture on the next peg. Staff are good role models, they show respect for the children and support them well. Consequently, children feel emotionally secure and become active learners.

Staff proactively encourage the children to adopt healthy lifestyle choices. Each week, a gym instructor leads physical activity sessions in the school hall. This enables the children to gain an understanding of the importance of exercise. The result of this is evident as a child explains to their friend why they are out of breath after going fast on the space hopper. Healthy food at snack time and freely available water at all times promotes children's health and well-being. The nursery actively promotes learning outdoors very well. The outdoor environment is accessible from all the nursery rooms and most of the children choose to be outside. The space and wide variety of resources actively promotes physical development. Therefore, children are becoming proficient at balancing, running and throwing. Children show they are learning how to keep themselves safe by explaining rules and how to use equipment appropriately to each other. Staff actively use the school grounds and local park to enhance the children's enjoyment of outdoors. This is to be further developed during the coming months as the setting actively develops a forest school approach to learning.

Staff members have a good understanding of their key children's development and next steps. The free-flow approach to the majority of the day enables children to become familiar with all staff members. Therefore, transition to the next group is a positive one. Staff support the parents well by listening to them and giving effective advice. In many cases, they take the support further by seeking specialist support or resources. For example, books were sought from the library service on the theme of a new baby in the house to share with a child. School readiness is given high priority during the summer term. Staff have developed good relationships with the local schools. The schools provide the nursery with school uniform and book bags for use in the imaginative play areas. Therefore, children's excitement of going to school is increased and they eagerly look forward to the transition. The nursery organises a tea party and invite the children's next teachers. This time is used for discussions between the nursery staff and teachers. This enables the teachers to gain an understanding of children's starting points.

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

The managers and staff understand their roles and responsibilities to meet the safeguarding and welfare requirements. A thorough recruitment and induction process are in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they have about a child. Most of the staff have a current paediatric first-aid qualification. Following the previous Ofsted inspection, all staff are now aware of the evacuation process and drills are regularly carried out and logged. Therefore, children are safeguarded well and are secure in the pre-school.

Professional development of staff is given high priority with many of them undertaking or just finished National Vocational Qualifications and early years degrees. Continuous professional development records show a high attendance at recent relevant training courses. The impact of this is evident in the pre-school as staff evaluate their practice. For example, attendance at an English as an additional language course resulted in the nursery using the library service to gain access to books written in Polish to support a child. Additional language signs are evident on wall displays in the entrance area. Consequently, children's cultural backgrounds are supported and their sense of belonging in the nursery is enhanced. Staff appraisals are carried out twice a year. Staff members are encouraged to complete a self-evaluation. This is used in the appraisals and identifies areas of strength and areas for development. Staff meetings are held regularly and used for self-evaluation and reflection on practice. Consequently, ongoing development is planned and the provision is strengthened further. The systems used to track children's progress are well established. Staff are able to identify and discuss gaps in children's learning. Any gaps are effectively addressed. Consequently, children consistently move onto the next steps in their development. Regular monitoring of the development books by the managers ensures they are consistent and precise.

The partnership with parents is good in most respects. Parents speak very highly of the provision and feel they are supported well by the staff. Many of the parents have been

involved with the nursery for many years. Most parents feel there is a good flow of information between the nursery and home. Effective links are in place with other professionals. For example, a speech and language therapist is presently involved with a child. Consequently, the child benefits from a consistent approach as the nursery incorporates the speech and language activities into the nursery. Health visitors actively recommend the setting to parents who qualify for free early education for two-year-olds.

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	EY407996
Local authority	Essex
Inspection number	850873
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	73
Name of provider	The Meadows Pre-School Nursery Limited
Date of previous inspection	05/11/2010
Telephone number	01799513858

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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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