

Eastbourne Montessori School

United Reform Church, Watts Lane, Eastbourne, East Sussex, BN21 1NP

Inspection date	27/06/2014
Previous inspection date	17/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 benefit from a very effective teaching system where staff build on children's prior learning to support all children to learn at their own pace.
- Children can be very independent in the nursery as staff support children to manage their own play, and their self-care skills.
- Parents benefit from a strong and effective partnership as they have frequent opportunities to meet with staff and talk about children's progress.
- Children's behaviour is very good and they have mature emotional skills in enjoying challenges and persisting with new skills.

It is not yet outstanding because

- Staff occasionally give children solutions rather than consistently supporting children to problem-solve and find their own answers.

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 children at play indoors and outside.
- The inspector examined a range of documentation including children's information and learning records.
- The inspector and manager carried out a joint observation.
- The inspector met with parents to gather their views.

Inspector

ISP Inspection

Full report

Information about the setting

Eastbourne Montessori School registered in 2008. It is a privately owned group that uses the Montessori method of teaching. It operates from within the United Reformed Church, in Eastbourne. The nursery has access to a first floor room with toilet facilities. There is a kitchen available on the ground floor. They also have occasional use of a hall on the ground floor. There is easy access to the ground floor for wheelchair users, but not for the first floor. The nursery is open each weekday from 8.30am to 3pm during term time only. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children attending in the early years age range. The group is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The nursery also offers care to children aged over five years to six years. The nursery employs three members of staff who are all appropriately qualified.

What the setting needs to do to improve further

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

- enhance the support for children's problem-solving skills by consistently supporting them to investigate and follow their own thoughts.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They use Montessori teaching methods and equipment to create a very effective curriculum, which they skilfully relate to the Early Years Foundation Stage. Children can be independent active learners and are continuously engaged in purposeful play. Staff provide interesting and challenging activities in all aspects of learning and children make good progress from their starting points and capabilities.

Staff have good teaching skills. They are skilled at maintaining conversations with children and introducing new vocabulary so that children are always learning new words. Staff ask open questions and consistently offer different choices, which helps children to make decisions and develop their thinking skills. Staff facilitate children's exploratory drive by providing magnifying glasses, magnets and boxes so that children can investigate what they find. On some occasions however, staff give answers to children's questions before children have had time to work things out for themselves. For example, when they tell children something is a seed head not a spider. This does not consistently support children's problem-solving skills. Children have very good mathematical skills. They can

count easily up to 100 and understand the difference between units, tens, hundreds and thousands. Staff are skilled at differentiating activities to make sure that teaching is appropriately challenging. This means that gifted and talented children are continuously learning and engaged in good quality learning. Children benefit from staff's skills in supporting their design ideas. For example, children decide to build a lighthouse, identify the materials they need and staff teach the craft skills they require. As a result, children are very independent learners and can shape their own play. Children develop a good understanding of the world on trips and outings to local parks and farms. Children care for the sunflowers, tomatoes and beans they grow in the nursery garden.

Staff work closely with parents to establish children's starting points and make skilful observations of children's early achievements to make a baseline assessment. Staff establish children's next steps in learning and make presentations of the activities children will best learn from. Children work individually with support from staff which means they work very much at their own pace, continually building on prior learning. The manager writes reviews of children's progress every six weeks. Staff contribute their detailed analysis of children's level of involvement in activities by observing them over the course of a morning. The manager then relates all this information to the expected levels of development in all aspects of learning, and the characteristics of effective learning. Detailed tracking of learning shows that children make good progress in their learning and development. Parents receive the six-weekly reviews and add their own observations of what children achieve at home. This builds a very effective partnership. The manager writes the required progress check for two-year-old children and completes the transition forms which she sends to receiving schools.

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

Staff are very effective key persons for children. The manager oversees all children's learning and development and works closely with staff so they are aware of all children's individual needs. Staff build warm and affectionate relationships with children and set a calm and relaxed atmosphere where the children have fun as they learn. Staff have created a good learning environment. Equipment is of very good quality and staff arrange it at children's level so they can independently access whatever they want to play with. Staff involve children in choosing the order in which they do things so that children can help shape their time in nursery. For example, they decide when to play in the garden or when to have a snack. The outdoor area has a good variety of activities skilfully provided in a small area, which means that children can engage in all aspects of the curriculum in outdoor play. This gives good support to active learners.

Children have good opportunities to learn about healthy lifestyles. They demonstrate a mature understanding of how physical activity can be tiring and know they need a drink. Children eat healthy snacks and can help themselves to a drink at any time. Staff sit with children to provide a social atmosphere to mealtimes. Staff teach children about the nutritional benefits of food, such as calcium being good for bones and teeth. Children are very independent in the nursery, managing their personal hygiene and handle their coats and shoes really well. Their physical skills are very strong, particularly their small muscle

skills as they use pens, simple tools and small items very skilfully. Children learn how to carry things safely and efficiently as they move play equipment from the shelves to the table or floor mat and back. This means that children gain good skills in managing their personal safety. Children also learn how to behave safely on the frequent outings to parks as they cross roads and use physical play equipment.

Children are well behaved. They have a mature understanding of how to take turns and will spontaneously give their friends time at favourite activities as well as reminding them when to stop. They have a strong awareness of how to behave in group activities and are polite, considerate and understanding. Children know what is expected of them and staff are firm and clear, supporting children to make good choices. Children enjoy persisting with tricky tasks such as balancing blocks in a tower while blindfolded, estimating how difficult it is and learning about what will help them. Children show great pride in their achievements and enjoy new challenges. Overall, they acquire good skills to help them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability during the robust recruitment process. Staff know the safeguarding policies and procedures and are clear about the action they would take if they had concerns about the welfare of a child. The manager maintains the adult-to-child ratios at all times and the register is an accurate record of the children's attendance. Children's records include all the required information and consents and are stored securely on site. Staff maintain all other documentation well, which underpins children's well-being.

The manager has taken very effective action to address the issues raised at the last inspection. She works alongside staff in all aspects of the care and leads the learning and development work. The manager supervises staff to reflect on their practice and make improvements to their work. For example, they are currently focusing on enhancing their use of positive phrasing when talking with children and using more open questions. They have placed examples of phrases to use in the playroom and review their impact in team meetings. This has a direct benefit for children who enjoy good support for their thinking skills as a result. The manager consults with parents to gather their views and those of the children. This helps to shape future improvement as it highlights the qualities that are most important to families, such as the quality of teaching and the care offered. The manager has a very strong understanding of all children's achievements and is therefore able to analyse where she can make enhancements to the curriculum. This means that improvements are focused consistently on children's needs.

Parents receive a good verbal handover every day and staff keep them well-informed about the child's care and activities. Parents borrow books about parenting and the Montessori method, which helps to build a strong partnership as it supports consistent care of children. The manager meets with parent each term to discuss children's

achievements, progress and their next steps. Parents comment on the mature communication and social skills children gain at nursery and on how independent they are. Parents particularly value how this supports children in their move to school. The manager has built strong partnerships with local schools. The manager visits schools to liaise and pass on required information about children's development. The manager has good links with the local authority and can quickly access the appropriate support for children with additional needs. The manager shares children's achievement levels with other day care settings the children attend to ensure that children have consistent, coherent support. For example, childminders comment on how the strength of the partnership fosters children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY387557
Local authority	East Sussex
Inspection number	965334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	16
Number of children on roll	13
Name of provider	Lucy Claire Forrester
Date of previous inspection	17/12/2013
Telephone number	07946 356271

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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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