

# Mulberry Montessori School

Mulberry Montessori School, Royston Lane, Comberton, Cambridge, Cambridgeshire, CB23 7EE

## Inspection date

08/09/2014

Previous inspection date

09/01/2009

## 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

- Children are very happy, self-assured and confident. They benefit from a highly motivated staff team who know children well and provide good care and education. As a result, children make good progress in their learning.
- Partnerships with parents are good and ensure staff identify children's individual needs from the beginning and support them well through their time at the setting.
- Children are safe in an environment that is secure and stimulating. The staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The manager aspires to continually improve her team's practice and provision. She is proactive in seeking further training to enhance her staff's already good knowledge. Therefore, enabling her to provide rich learning and development experiences for the children in her care.

### It is not yet outstanding because

- There are limited resources available for children to develop their understanding and use of technology.

## 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 talked with the staff.
- The inspector viewed the areas of the premises and the outdoor areas used.  
The inspector looked at children's assessment records, planning documentation,
- checked evidence of qualifications and of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day and in written documents.
- The inspector reviewed the provider's self-evaluation form and ongoing plans.

**Inspector**  
Jill Hardaker

## Full report

### Information about the setting

The Mulberry Montessori nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises, in the Comberton area of Cambridge, and 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 40 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 5, two at level 3 and three are unqualified.

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

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

- enhance children's good understanding of the world further, for example, by providing a wider range of technology toys and equipment.

## Inspection judgements

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

The staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They provide a wide variety of activities that promote all children's learning effectively and prepare them well for the move to school. However, equipment and resources to develop children's understanding of how to use different types of technology are limited. Consequently, children are not yet developing skills to aid them to use computers at school and in later life. Children show a great interest in activities designed to support mathematical development, as staff provide a broad range of puzzles that offer challenge and develop good skills. Children use sequencing blocks to build towers and they demonstrate their ability to count up to, and sometimes beyond, ten. Children spend long periods of time in activities, demonstrating high levels of concentration and perseverance. For example, children use small wooden construction materials to build a plane. They carefully examine the picture and work out which pieces they need to fit together. They show high levels of problem solving skills as they take pieces out that they cannot fit together adequately. Staff are skilful in giving children time to address the challenges and are sensitive in the way they provide suggestions or offer help.

The staff's effective use of questioning enables the children to engage in sustained conversations. For example, when a staff member shares stories with the children, she asks them questions about what they see and what they think might happen next. This

stimulates and extends children's thinking skills and they remember the events in their favourite stories. This promotes their ability to think, to understand sequence in stories and, consequently, begin to write imaginatively at school. The staff and children in all rooms thoroughly enjoy singing and making music. The pre-school children sing enthusiastically as a staff member plays the guitar. They understand how to sing softly and with feeling. The toddlers enjoy making music as they explore all the musical instruments while staff effectively encourage them. Staff in the baby area create an atmosphere of calm as they sing quietly to settle babies down to sleep. Therefore, all children are developing a love of music, which promotes their well-being and enjoyment of life.

All staff undertake well-focused assessments of learning. This means they are able to monitor every child's ongoing development closely. Assessment is thorough and includes the mandatory progress check for children aged between two and three years. Children's development folders and learning summaries are shared with parents regularly. The staff identify and record next steps, which they share with parents to support children's learning at home. By working closely together with parents and other professionals involved in the children's lives, pertinent information relating to the child's learning and development is available to the key persons. This means that staff identify gaps in learning easily, and put precise measures in place in order to close them. Furthermore, the staff identify when children are exceeding expectations for their ages, and plan challenging learning experiences to further their development. The staff provide a transition summary when children move to other settings. Therefore, ensuring continuity of learning and ensuring children are well prepared for future learning.

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

Children are happy and enjoy their time at the nursery. The personal, social and emotional development of children is a priority and children display high levels of confidence and self-esteem. Expectations of behaviour are high and consistent. As a result, children's behaviour is very good. Staff are excellent role models, showing respect for the children and supporting them very well. Children enjoy the security of routines and the flexibility to choose where and with what they want to learn. Staff help children to recognise their achievements and abilities, enabling them to build their self-esteem and self-assurance. For example, children show staff the pictures they have made using paint or glue and the staff members praise them and tell them how lovely they are, before hanging the artwork up to dry. This clearly enables children to develop confidence and pride in their achievements, which assists them with later moves on to pre-school or school. All-important information is shared between parents and the staff. This is ongoing and ensures the staff have a good understanding of each child's individual care needs. As a result, children demonstrate a strong sense of security and are settled in the nursery.

The staff promote children's healthy lifestyles very well. Older children are highly independent with their own personal care routines. They know they must wash their

hands after messy play, after going to the toilet and before eating. Consequently, children are learning how to keep themselves safe by dealing with their own hygiene needs. They have access to drinking water throughout the day and this makes sure they are never thirsty. The nursery provides a range of healthy, home-cooked meals and snacks. This provides children with a well-balanced, nutritional diet that meets their individual needs, helping them to grow and thrive. All children, from babies to pre-school, are encouraged to be independent at snack and meals times. Staff supervise babies closely, helping them to use safe utensils to chop their bananas and they thoroughly enjoy pulling the peel off oranges. The children in the toddler room collect their mat, crockery and cutlery at lunchtime. They enjoy matching up their spoon and fork to the drawing on the mat. Pre-school children skilfully use peelers and cutters to prepare cucumber for their snack. Consequently, all children's independence skills are developing exceedingly well.

Children benefit from fresh air and exercise as the staff actively uses the outdoors to enhance the children's enjoyment of the natural environment. The nursery garden is safe and secure at all times, allowing the children to move around freely and explore. Staff use a good range of resources to promote children's all-round physical development, such as bikes, a see-saw, balls and quoits. A willow tunnel and den are ideal environments to encourage children to play imaginatively. Children also enjoy sitting quietly on the small benches or chatting with a friend. These opportunities enable the children to develop their physical and social skills and they understand about taking risks while playing in a well-organised and safe environment.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are effective procedures and clear processes in place, which underpin the safe and efficient operation of the nursery and help to ensure the well-being of children. The manager shares these with parents so that they fully understand the nursery's responsibilities. All staff demonstrate a good understanding of safeguarding issues and are aware of procedures to follow if they have any concerns about a child. Many of the staff hold a current paediatric first-aid qualification, so are able to give suitable treatment in a medical emergency. Risk assessments undertaken of the nursery, garden and any trips off site mean that children are protected from potential hazards, as these are minimised through effective safety measures and procedures.

Since the last inspection, the manager has developed clear daily registers, which adequately show when children arrive and leave the nursery. There are robust systems in place to record accidents and staff share any accidents forms with parents and store them confidentially. Staff regularly observe children and they use these observations to develop summative assessments of each child's learning. Key persons clearly identify children's next steps in learning and plan activities each week to assure all children's ongoing

development. Through staff supervisions and appraisals the manager regularly reviews the impact of the staff's teaching and learning on the children. This aids all staff in establishing activities and learning environments that work best to support the children's increasing abilities, interests and skills. The manager carefully considers all staff's professional development, and is pro-active in seeking training courses and further qualifications to develop her team. As a result, she continues to inform and extend their existing skills and provide productive learning opportunities and experiences for the children in her care. The manager is observant when reflecting on the nursery's practice, identifying areas for forthcoming improvement. For example, she has recently developed a questionnaire to seek feedback from parents and children about the service she provides. The subsequent information provides clear guidance to help her enhance and adapt her service to meet the children's needs effectively.

The staff encourage positive partnerships with parents and other early years providers. This two-way flow of information is organised well and keeps everyone regularly updated about the child's progress, development and changing needs. As a result, partnership working is effective and children benefit from a consistent approach to their learning and development. Parents are full of praise for the care and opportunities their children enjoy at the nursery. Parents speak positively about how their children focus and persevere with tasks, such as puzzles and how their children display high levels of confidence. This shows children are developing the skills they need for school and later life. The nursery is not currently caring for any children with special educational needs and/or disabilities. However, all staff are aware of the importance of working with parents and other professionals to meet the needs of all children appropriately.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY347249
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	873453
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Christina Clayton
<b>Date of previous inspection</b>	09/01/2009
<b>Telephone number</b>	01223 263646

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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.

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.

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