

Montessori Pre-School Nursery/Holiday Club

Montessori Pre School, 127-129 Green Lane, MIDDLESBROUGH, Cleveland, TS5 7AD

Inspection date	16/09/2014
Previous inspection date	23/04/2010

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		1
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

- The quality of teaching is good as staff effectively follow children's individual interests and needs through a variety of challenging and interesting activities. As a result, children make good progress as they are engaged and motivated in their play.
- Staff have established effective partnerships with parents and local primary schools, which prepares children extremely well for the next stage in their learning. This successfully promotes the children's emotional well-being.
- Children are happy, settled and content within the warm, friendly and welcoming nursery environment. Consequently, they show exceptional levels of independence in their learning and are extremely confident within their surroundings.
- Staff demonstrate a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Detailed policies, procedures and risk assessments are implemented, which ensures the premises are safe and secure for the children.

It is not yet outstanding because

- Occasionally, group time activities in the baby room are less well matched to their age and stage of development.
- The environment is not consistently rich in print to help children further develop their early reading skills.

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 viewed all areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Montessori Pre-School Nursery/Holiday Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by a private partnership. The nursery operates from a large converted house in the Acklam area of Middlesbrough. It serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs 17 members of childcare staff; all of whom hold appropriate early years qualifications at level 2 or above, including two staff members with a qualification at level 5. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round except for bank holidays. Children attend for a variety of sessions. A holiday club also operates from the nursery. There are currently 91 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for children in the baby room to engage in age-appropriate and stimulating activities during group time
- strengthen the already good practice in teaching children about literacy by enhancing environmental print, for example, by using words, signs, pictures and numbers to label resources.

Inspection judgements

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

The quality of teaching is good as staff effectively follow children's individual needs and interests. The nursery successfully combines the Montessori ethos with the learning and development requirements of the Early Years Foundation Stage because staff have a good understanding of how children learn. As a result, children make good progress overall from their starting points as they are actively engaged and motivated in their play. Staff provide a good variety of challenging and interesting activities across all seven areas of learning. For example, younger children show excitement and are eager to take part in messy play activities as they explore and investigate a selection of materials, including shredded paper, straw, sand and paint. Older children show high levels of concentration as they take part in Montessori activities where they play with peg boards, use a range of keys to open padlocks and thread laces through different sized holes. Consequently, children are active learners as they are supported to develop their perseverance and problem-solving skills. Staff have high expectations of the children as they complete

regular observations, assessments and reports to recognise their achievements and identify their next steps in learning. Alongside these, photographs and examples of children's own work are collated in learning journey records. Effective systems are in place for tracking the children's progress, which ensures that children who are at risk of falling below their expected levels of development are identified and receive appropriate intervention. Staff provide verbal and written feedback to parents at the end of each session and use a number of strategies to encourage them to be actively involved in their children's learning and development. Therefore, parents feel informed and their views are respected.

Children are cared for in rooms appropriate to their age and ability, which ensures they are comfortable in their environment and are confident to try new experiences. They have access to a wide range of high quality resources, which are easily accessible and readily available for them. As a result, children are able to initiate their own learning and be involved in purposeful play. Staff regularly involve the children in group time activities throughout the nursery day, which enables them to develop their social skills. However, occasionally, activities provided in the baby room are less well matched to their age and stage of development, which means they are not always appropriate or stimulating for the children. Staff effectively support the children's communication and language development as they engage in constant discussion, introduce new vocabulary and ask open-ended questions throughout their play. Children are able to develop their critical thinking skills as staff allow enough time for them to respond to questions and express their own ideas. Staff promote the children's mathematical development through daily activities to develop their awareness of early numbers, counting, shape and size. For example, younger children build with construction materials and attempt to complete jigsaws whereas older children recognise colours, shapes and sequences of numbers. Children develop their literacy skills as they enjoy looking at books, recall parts of the story and take part in mark-making activities. However, there are fewer opportunities for children to further develop their early reading skills by enhancing environmental print throughout the nursery, for example, by using words, signs, pictures and numbers to label resources. There are good opportunities for children to develop their physical skills through activities in the outdoor area as they enjoy playing with the ride-on toys, using the climbing frame and going down the slide. This is further supported as older children take part in regular yoga sessions to promote their physical development and coordination. Culture and diversity is effectively explored by staff as they provide opportunities for children to learn about different parts of the world, festivals and languages. Consequently, children are effectively developing the skills required for the next stage in their learning at school.

The nursery has successfully implemented the progress check for children between the ages of two and three years. This information is shared with parents to provide them with a clear overview of their children's progress in the prime areas of learning. Staff have established effective partnerships with local primary schools, which ensures they share relevant information to complement children's learning. This provides a consistent and cohesive approach to the children's development.

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

A well-established key-person system helps children form very secure attachments and develop strong relationships with each other and staff. Children are extremely happy, settled and content in their surroundings as staff provide a warm, friendly and welcoming environment. Children show exceptional levels of independence and confidence in their play. They have access to an excellent range of stimulating resources, which successfully supports their all-round development and well-being. Children's own work and photographs are attractively displayed throughout the nursery, which ensures they have a superb sense of belonging and feel self-assured. This effectively promotes children's personal, social and emotional development. There are effective settling-in procedures for children starting at the nursery to ensure they feel comfortable and secure in their new environment. Children are extremely well prepared for their move between nursery rooms and for the next stage in their learning at school, which enables them to feel emotionally prepared for change. Staff actively involve parents throughout this period as they share relevant information about their children to support their individual learning and care needs. Parents spoken to at the time of inspection comment that they feel very informed and supported by the staff team.

Staff effectively manage the children's behaviour dependant on their age and stage of development. They act as positive role models and use a number of successful techniques to reinforce appropriate and acceptable behaviour. For example, staff get down to the children's level to offer appropriate guidance and involve older children in developing nursery rules. As a result, children's behaviour is exceptionally good as they have a strong understanding of the boundaries and expectations. Constant praise and encouragement is used by staff to enhance the children's self-esteem and ensure they feel valued and appreciated. Staff encourage children to use good manners and to be kind, polite and considerate to each other. Children have an excellent awareness of keeping themselves and others safe as staff offer regular reassurance and reinforcement throughout their activities. Therefore, children learn to take appropriate and safe risks during their play.

Children are encouraged to be independent learners and take responsibility throughout their daily routines. For example, children access their own resources to lead their play and help with tasks during mealtimes, such as serving their food and pouring their drinks. There are thorough hygiene practices in place, which ensures children start to develop their own awareness of health and well-being. This also effectively promotes children's self-care skills as they confidently manage their own personal needs, including washing their hands and brushing their teeth. A wide variety of balanced and nutritious meals and snacks are provided to develop the children's understanding of a healthy diet and lifestyle. This is extended further as staff talk about the importance of healthy eating and explain that 'eating our vegetables will make us big and strong'. This supports children as they gain an understanding of healthy foods and the importance of making healthy choices for their bodies. The nursery has received a 'Food 4 Health' gold award from the local authority. Staff have completed food hygiene training and efficient safety procedures are in place to ensure they cater for individual dietary needs, allergies and medical conditions. Children enjoy an extensive range of physical play opportunities in the outdoor environment to ensure they can be active and energetic.

The effectiveness of the leadership and management of the early years

provision

The nursery is led by a committed and passionate manager who strives to provide high quality care and education for the children. Staff demonstrate a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are fully aware of their role and responsibilities to safeguard the children in their care and know what procedures to follow if they have any concerns. A detailed range of written policies and procedures are successfully implemented to ensure the children are well protected. Children's safety is further promoted as the manager completes thorough risk assessments and staff complete daily checklists to identify any potential hazards and minimise risk. This ensures the premises are safe and secure for the children. Staff are deployed well within the nursery and supervise the children effectively to maintain their well-being. There are good systems in place for recruitment, induction and vetting procedures to ensure children are cared for by suitably trained and qualified staff.

There are clear systems in place to monitor and evaluate the educational programmes to ensure the children are provided with activities to cover all seven areas of learning. Tracking documents are completed to ensure children are progressing well and children with identified needs are supported to meet their individual requirements. Staff are trained in Montessori, which ensures they have a good understanding of how children learn and develop. Performance management is effective as staff are involved in regular supervisions and appraisals to support their professional development. The manager has a clear vision for the nursery and strives for continuous improvement. Staff are actively involved in the self-evaluation process to support children's achievements over time and enhance their future opportunities. Staff have devised self-evaluation boards within each nursery room to show future actions and focused improvement plans. The recommendations from the last inspection have been successfully implemented and addressed. For example, children now have more opportunities to use writing throughout their play activities and can enjoy an accessible variety of books, journals and magazines.

Staff have established good relationships with parents to support the children in their learning and development. Parents receive daily communication, monthly newsletters and have access to a range of information displayed around the nursery to keep them well informed. Parents are complimentary about the setting and make comments, such as 'the nursery is great, staff are approachable and professional' and 'my child has learned so much and I enjoy finding out what they have been up to during the nursery day'. The manager understands the importance of working in partnership with external agencies and other professionals to ensure that children receive the appropriate intervention and support needed. Staff work closely with the local authority teacher who visits the nursery on a regular basis to offer advice, support and guidance. The nursery has also established effective links with local primary schools, which makes a strong contribution to meeting the individual needs of the children.

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. 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

Unique reference number	EY338852
Local authority	Middlesbrough
Inspection number	862794
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	91
Name of provider	Mr Mohammed Afzal Khushi & Mrs Nargis Bano Afzal Partnership
Date of previous inspection	23/04/2010
Telephone number	01642 814 252

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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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