

# Sunshine Montessori Nursery

The Scout Hall, Bullocks Farm Lane, Wheeler End, High Wycombe, HP14 3NH

<b>Inspection date</b>	20/11/2014
Previous inspection date	02/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children flourish as staff are highly skilled in building a nurturing, caring approach. This allows each child to have the care and support they need. As a result, they feel secure, valued and are confident learners.
- Children's needs are quickly identified and exceptionally well met through highly effective partnership working between staff, parents and local agencies. As a result, all children make excellent progress in relation to their starting points.
- Children understand the importance of physical exercise and learn about protecting their personal safety without being fearful. They enjoy spending time in the fresh air and the forest school activities create a thrilling and adventurous world for children to learn in.
- Staff have excellent systems in place to exchange information and celebrate children's achievements with parents. They introduce excellent practical resources to help parents expand their children's learning at home.
- All staff fully understand their role in safeguarding children. They provide a high quality nursery which is welcoming, safe and stimulating.
- Highly skilled and experienced leaders and senior staff make an exceptionally strong team as they continue to drive up standards in every area of the nursery.

## 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 classrooms, the outside learning environment and talked with the staff and children.
- The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the registered provider, the manager and the local authority inclusion consultant.
- The inspector completed a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full report

### Information about the setting

Sunshine Montessori Nursery registered in 2008 and is one of four privately owned nurseries. It operates from the Scout Hall in Wheeler End, Near High Wycombe in Buckinghamshire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery has use of the kitchen, three rooms and toilets. All children share access to an enclosed outdoor play area. Access to the nursery is via the front door, which has one step up into the building.

The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications and two of these hold Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.45pm. Children attend for a variety of sessions. There are currently 62 children on roll, all of whom are in the early years age group. The nursery receives funding for the provision of free early years education for children aged two, three and four. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery follows the Montessori philosophy.

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

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

- enhance the already strong base for helping children move into the pre-school room by helping them have all the practical skills they need to be independent.

### Inspection judgements

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

Staff have an excellent knowledge of the Early Years Foundation Stage and have a clear understanding of how children learn. They use their expert knowledge to ensure that all the areas of learning are effectively introduced and to provide rich, varied and challenging experiences. This meets the needs of all the children, and helps them to make exceedingly good progress in their learning given their starting points. This includes children learning English as an additional language and those with special educational needs and/or disabilities. Staff consistently observe and assess children's progress. These observations and assessments are detailed and carefully track children's progress across the seven areas of learning. Staff include the links to Montessori assessment guidance and planning documents. This ensures that staff gently guide children to take their next steps for learning from a secure base in their existing knowledge. Staff know their children very well. They talk enthusiastically and in detail about the children's current interests, and how they have support them. For example, children have turned the outdoor climbing frame

into a pirate ship, and staff assist them to make and attach their own flags, they design treasure maps and binoculars.

Staff use highly effective teaching methods to ignite children's imaginations. Children are inspired by a piece of classical music that tells a story. Local musicians came into the nursery to perform the music, and the children went to see a performance at a local venue. The children could excitedly retell the story to the inspector including the name of the instruments, how they tried to play them and how they should sound. This shows children have a joy in learning, are extremely well motivated and very eager to join in. Children look forward to their frequent and exciting visits to the forest school. They maintain their focus for a long period as they are fascinated, experiment and thoroughly examine the world around them. Children use tools, make dens, and look for living bugs and other creatures. They build strongly on their imaginative skills and learn to talk about, and deal with, their feelings as they make their own bug repellent spray to frighten away any scary bugs. As a result, they are enthusiastic learners who take every opportunity to try new things and approach different activities with confidence and show satisfaction in meeting their own goals. They return to nursery to recreate, in their own way, some of the things they have seen, such as spiders' webs. This helps children develop an exceptional drive to learn.

All staff have very high expectations of the children in order for them to develop their communication and language skills. Staffs' nurturing interactions help children eagerly engage during rhyme time. Staff talk and laugh with the babies as they choose a puppet from the 'song bag'. They then enjoy doing the actions and rhymes that are linked with their chosen puppet. This successfully supports babies and young children to be very well equipped to achieve the next steps for their learning. Staff effectively help the older, more able, children to begin to develop their early literacy skills. Children learn the sound of letters, and match the sound to words and pictures. Staff write to the parents to praise children's achievement and encourage them to add their comments to the letter. Therefore, children understand that reading and writing has a purpose, and gives them the skills they require in readiness for school. Staff adapt cutting activities for younger children by providing scissors that allow children to squeeze them using the whole hand, rather than holding them with fingers and thumbs. This effectively supports children to persist, consolidate and build on their current skills. Staff take every opportunity to extend children's language, feed in new vocabulary and challenge their thinking. At story time, staff introduce the name of the author and illustrator, they ask children if they have heard the word 'suspicious' before, and do they know what it means.

Staff work closely with parents to meet every child's individual needs. They regularly share detailed information with parents using termly reports, feedback meetings and daily updates. Staff introduce session on the Early Years Foundation Stage and how children learn. They have developed a wide range of well-resourced story sacks for parents to share with their children at home. Parents' feedback on this session is extremely positive. They acknowledge the hard work and enthusiasm of the staff. Parents often provide staff with helpful updates on children's interests, special moments and family festivities, which means there is an effective shared approach to children's learning.

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

Staff place a very strong emphasis on supporting children's emotional and physical well-being. The key-person system is well established and actively contributes to the high level of confident, happy learners who settle quickly into their activities. Staff work very closely with parents of children that find it more difficult to adjust to coming into the nursery. Parents are encouraged to bring items from home to help children feel comfortable with familiar objects about them. Staff effectively help children move between rooms. For example, initially each child visits the new room with their key person and then visit for small taster sessions at different times of the day. Children in the baby room and toddler room have interconnecting doors, and they join together for breakfast and tea time. This helps children's emotional well-being and ensures the move goes very smoothly. Staff and children follow a very similar pattern for the older toddlers as they move into pre-school. These children already know the routines and premises well, and take their name card into the new peg and room. This all helps children be prepared for their new room, although sometimes they are not as fully prepared for some of the practical skills such as, being able to drink from cups without lids to be fully ready for mealtimes with the older children. Staff provide a sensitive and nurturing atmosphere where manners, courtesy and respect are highly valued, and consistently encouraged. Staff model positive behaviour to children, including sharing, taking turns and helping one another. Children are quick to adopt these, for example, children remind each other that it is time to tidy up. All children, including the youngest ones, take responsibility for putting equipment away safely and sensibly, and working together. Staff successfully support children to be independent. Older children manage their own clothing and babies, and very young children are exceptionally independent as they wash their own hands before lunch.

Children play in the excellent and well-thought-out learning environment. The classrooms and outdoor area are well-resourced with a wide range of exciting equipment. As a result, children are effectively supported in their learning and development. Staff follow the children's lead and supports them to choose from the good quality resources that are very accessible to them. This includes a full range of Montessori equipment, and other resources, that are clearly labelled. This encourages children to make independent choices and extend their play and learning. Baby room staff know children's preferences and provide a wide range of challenging activities that fit with their interest in climbing. Toddler room staff gently introduce bean-bags for children to continue their interest in throwing. This promotes children's learning and challenges children both indoors and outdoors. There are colourful and informative displays of children's pictures and paintings, which help children to feel proud of their successes. Photographs of the children with the members of their family are well displayed which helps children develop a strong sense of belonging.

Children are developing an excellent understanding of healthy living. The valuable trips to the forest school successfully inspire children to learn to assess risks and challenges for themselves. They can exercise vigorously and use a wide range of real tools safely. Staff effectively support children to enjoy the nutritious and varied meals which are provided by the onsite cook. Staff respect children's request for a little sauce on the fish cakes. Older children ate very well, enjoying their meal in sociable surroundings. Children in the toddler

room can see the cook in the kitchen preparing the meals. They enjoy calling to her and this helps them learn the joy of eating. This helps promote their understanding of eating a balanced diet.

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

Leadership and management are highly effective in meeting the requirements of the Early Years Foundation Stage. There are extremely robust systems in place to ensure that children are very well safeguarded. Staff regularly update their safeguarding knowledge through appropriate training, and are fully aware of the nursery's policies and procedures. Staff discuss safeguarding regularly at both room and team meetings, and this helps to maintain a strong emphasis on protecting children from harm. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme. All staff are subject to the appropriate background vetting checks which ensures that all adults working with children are suitable to do so. There are comprehensive and consistently applied risk assessments. For example, children are closely supervised in the garden and during trips to the forest school. The registered provider has attended further first-aid training, in addition to the paediatric first-aid certificate, to take account of the risks associated with an exciting and challenging outdoor learning environment.

Leadership is exceptionally strong. Senior staff hold high levels of qualifications and share the benefits of many years of experience as they work together. Senior staff ensure all staff keep up with changes to the Early Years Foundation Stage and practices for children with special educational needs and/or disabilities. They enthuse staff to evaluate the impact of their teaching on children's individual learning and encourage them to attend further training and short courses to develop their qualifications, knowledge and skills. For example, staff have developed more sensory materials outside for the non-mobile babies, and this helps young children relish their time in the fresh air. Staff supervision includes support and training to promote the interests of children. They constantly reflect about their own performance and the progress children make. This results in exceptional teaching and achievement.

There is a strong self-evaluation process to which parents, staff and children actively participate. Clear, concise, focused and detailed improvement plans ensure that self-reflection and the continued development of the nursery remains a high priority. The management team monitors the educational programmes and planning for children's development by regular observations of staff practice. They track children's progress and analyse any gaps in learning. From the most recent analysis of the data the managers have strengthened the teaching of mathematics indoors and outdoors. Partnerships with parents are exceptionally strong and parents feel very included, and welcome in the setting. Parents are actively involved in their child's learning as their views and skills are encouraged. They report how happy they are with the nursery and how their children enjoy spending time at the forest school.

Staff support children's development very well, and are very proactive in identifying and closing any gaps in children's progress before more detailed interventions are required. Senior staff sensitively support parents when children need help from outside specialists. They have a wealth of knowledge on where to go for advice and how to secure the help to meet children's individual needs, including staff attending training alongside the parents. This leads to a deep understanding of children's individual needs and how to respond in a consistent way. The leadership team are highly effective in working with several outside agencies. As a result, staff implement plans promptly to support children's individual needs. Strong links are made with local schools and the other provisions that children attend. This helps a consistency of care and children are prepared and ready for the next important stage in their learning.

### **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

<b>Unique reference number</b>	EY372824
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	829294
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Virginia Margaret Roden
<b>Date of previous inspection</b>	02/12/2008
<b>Telephone number</b>	01494 883 876

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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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