

# The Montessori Nursery School

Village Hall, Bakers Piece, Kingston Blount, CHINNOR, Oxfordshire, OX39 4SW

<b>Inspection date</b>	03/12/2014
Previous inspection date	15/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Sensitive and caring staff support children to feel safe and form secure attachments as they play and learn in the nursery.
- The committed and highly motivated management team provide good role models for staff, ensuring that all staff interact sensitively to support children's learning.
- Children make very good progress in their learning because staff plan effective strategies to support individual children's unique needs.
- Staff plan a highly effective environment that fosters children's independence and supports them to make choices within their learning.
- The nursery has positive partnerships with parents and information shared by parents is valued and acted upon.

### It is not yet outstanding because

- Staff do not fully extend children's understanding of the world by giving them plenty of opportunities to use information technology, such as computers, in their play and learning.

## **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.

## **Inspection activities**

- The inspector talked with children, parents and all available staff and management, and took account of their views.
- The inspector tracked children in their play, indoors and outdoors, to provide evidence of their progress.
- The inspector held a meeting with the manager to discuss her self-evaluation process, and conducted a joint observation of a nursery activity with her.
- The inspector reviewed documentation, including staff records and appraisals, a representative sample of policies and procedures, planning documentation and children's learning and development records.

### **Inspector**

Sue Bayliss

## Full report

### Information about the setting

The Montessori Nursery School was established approximately 25 years ago and registered under new ownership in 2008. The nursery operates from rooms within the village hall in Kingston Blount, near Chinnor, Oxfordshire. The nursery opens during school term times, on Monday, Tuesdays, Wednesdays and Thursdays from 9am to 3pm and children attend for a variety of sessions. All children have access to a purpose built outdoor play area, and to outdoor play facilities on the adjacent playing field. The premises are accessible and there are facilities on site for disabled persons. The nursery is registered on the Early Years Register and is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 13 children on roll between the ages of two and five years. The nursery employs four staff, all of whom have an appropriate range of qualifications including some with Montessori teaching diplomas. The setting promotes a Montessori approach to education and has achieved a Montessori quality assurance award accreditation.

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

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

- help children to further develop their understanding of the world by giving them more opportunities to use information technology in their play and learning.

### Inspection judgements

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

Staff have a very good understanding of how children learn and demonstrate high expectations for all children. Staff know children well and take careful account of their stage of development, as well as their interests, to plan individualised learning programmes. All staff members are good teachers. They use the Montessori approach and blend this seamlessly with the Early Years Foundation Stage. Enthusiastic staff plan exciting activities that motivate children to have a go, and engage in new experiences. As a result children demonstrate a high degree of concentration in their play. Children give thought to the choices that they make, and enjoy achieving their ideas with help from their friends or from skilful staff. Children demonstrate pride in their achievements and they understand that they are successful learners. For example, in the outdoor environment children separate numbers from letters, and use pegs to hang the numbers on to a washing line. Staff talk to the children about the number pattern they are making and sensitively suggest changes. Staff plan specific activities to support children's mathematical development and model mathematical language as they join them in their play. As a result of staff's skilful interactions, children are developing a sound understanding of number sequences. Staff sing familiar number rhymes to support

children's mathematical understanding. For example, during the inspection they gave older children experience of counting forwards and backwards in twos as they sang about melting snowmen.

Staff plan meaningful activities to support children's knowledge of the world in which they live. They plan walks in the local environment and take children to see new born animals at the local farm. Children play with torches and programmable toys. However opportunities for them to engage with information technology, such as computers, are not always available and so some children's learning is not extended. Staff provide interesting natural objects for children to feel and touch. Children are developing good language and communication skills because staff plan experiences through which children can explore new vocabulary. The staff have good strategies to help children develop their communication and language, and they skilfully interact with children as they play. Staff effectively encourage children to share their thoughts and ideas. For example, during an activity to dig for worms in the mud patch, children talked about the worms burrowing deeper into the soil to escape the winter cold. Children are developing a love of books and stories. This is because staff respond to individual children's interests and share books with them throughout the nursery session. A well planned educational programme supports children's developing literacy skills. Children are learning to understand the sounds that letters make and are developing an understanding of rhyming words, which they use to support their early reading skills.

Staff carefully observe children and are supported by the manager to make precise and accurate assessments of children's learning. Staff meet weekly to discuss children's progress and plan effective interventions to support those who are making less than expected progress. As a result all children make at least good progress relative to their starting points in the nursery. Children with an identified special educational need, or disability, are identified quickly and are very well supported. The staff welcome, and act on, advice from the local authority specialist advisers as they plan to meet each child's individual needs. Staff at the nursery prepare children well for their next stage of learning, and their eventual move to school.

Parents praise the nursery for the support the staff give to their children. Parents demonstrate a strong understanding of what their children are learning in nursery, and report that staff take time to help them to support their children's learning at home.

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

Staff have very high expectations of all children. They freely praise children for their efforts, and sensitively encourage them to have a go, and partake in new experiences. Children talk about themselves as confident learners, they talk to each other about their successes and, as a result, develop very good self-esteem.

Staff are highly effective at supporting children and parents during the settling-in period. Staff encourage parents to spend time in the nursery to give children an opportunity to form an attachment to their key person and to get to know the environment. Parents

report that staff listen carefully to them and take care to understand the needs of individual children. Consequently, children settle quickly and develop secure relationships with all staff.

Children have many opportunities to decide things for themselves. They choose freely from resources, choose when to eat snack and whether to play outside or inside. Staff support children to notice when they are tired and need to rest. Since the last inspection they have introduced a cosy area where children can rest or sleep.

Staff meticulously plan the nursery environment so that all equipment is easily accessible to all children. Children learn to handle resources effectively and with care. They know how to tidy up spillages and select their own resources for their play. Children have ample opportunities to develop their physical skills in the outdoor environment. They develop strength and control as they climb on large structures, run and jump. As a result, children develop a good understanding of their individual capabilities, allowing them to follow their own ideas. For example, children were observed building complex structures with large wooden blocks and shapes and carefully placed tiny stones and pebbles to complete their ideas.

Staff continually observe children and make carefully considered changes to the environment to support children to be independent. For example, staff place chairs in the outdoor environment so that young children have more stability, and feel safer, when taking off their own muddy wellingtons. Children are learning about the need to wear waterproof suits, coats and wellingtons so they stay warm and dry outside, and can play for a longer time. Staff respond to children's needs and, as a result, children feel more comfortable to learn in the outside environment.

Children understand how to keep safe when they play because staff apply rules consistently. Staff are vigilant and act quickly to support children who are challenged by activities, to ensure they are safe. Children remind each other to look carefully to make sure they have a safe space to dig, or to throw their ball. Staff provide very good role models and, as a result, children are calm and polite. Staff teach children about keeping healthy. Children understand about germs and independently wash their hands after being outside. They learn to use the toilet and to follow good hygiene practice. Children take an active part in snack times, independently setting the table, pouring their own drinks and taking time to carefully choose from a wide range of food. Children regularly visit the allotments to learn about growing healthy foods. They take an active part in collecting seeds from sunflowers and pumpkins and replanting these. Children watch vegetables grow in the ground and pears grow on trees. They harvest and cook their own vegetables, and staff encourage reluctant eaters to try new tastes and textures.

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

The leadership and management in this nursery is highly effective. The whole staff team use self-evaluation to identify and drive future developments. Parents complete

questionnaires to contribute to the nursery's understanding of what they do well and areas for improvement. The principal acts on suggestions from visiting local authority advisory teachers. The principal is proactive in keeping up to date with new legislation and researching developments for the nursery. The nursery has recently achieved accreditation from the Montessori Accreditation Board. Staff have refined the way they observe and assess children's learning and development as a direct response to undertaking the accreditation. Management have developed systems to ensure staff closely observe all areas of learning and consistently track children's progress. This has resulted in a more effective assessment process. Staff act on contributions from parents who value the opportunity to talk to staff about their children's learning and development.

Staff have opportunities, through weekly team meetings, to discuss individual children's progress with the principal, who acts to guide and coach them to ensure assessments are accurate. As a result staff act quickly to tailor support to any children who are not making expected progress, so that they quickly catch up. The special educational needs coordinator acts to arrange specialist support for children when required.

The leadership and management act effectively to keep children safe. All staff have attended safeguarding training. The principal ensures that information is easily available to support staff understanding of all procedures to follow to report any concern they may have and to keep children safe from harm. There are good recruitment procedures for the employment of new staff. The management have ensured an enhanced Disclosure and Barring Service check has been obtained for all adults who currently work directly with children. The principal carries out staff appraisals and is effective in supporting all staff to carry out their role and to understand nursery policies, procedure and practice.

A range of staff hold paediatric first-aid qualifications and there are good systems to ensure staff deployment is effective in keeping children safe indoors and outdoors. A consistent staff team are employed in the nursery and staff know the children's abilities and needs well. They plan appropriate challenges for children and sensitively judge when to provide support to children in their play in order to keep them safe. All staff contribute to carefully thought out risk assessments and are vigilant when supervising children.

## 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>	EY369051
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	829108
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Ziba Rashidian
<b>Date of previous inspection</b>	15/10/2008
<b>Telephone number</b>	07846254547

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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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