

Fen Drayton Montessori Nursery

The Old School House, High Street, Fen Drayton, CAMBRIDGE, CB24 4SJ

Inspection date	18/12/2014
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The nursery has established excellent partnerships with parents, who praise the nursery staff for the warm environment they create, which helps to ensure their children feel safe and settled.
- All staff attend regular training to support their knowledge of safeguarding. Consequently, they have a good understanding of child protection and the reporting procedures that keep children safe.
- Teaching is good because staff know the children well and have a solid understanding of how children learn through play.
- Children's development is thoroughly monitored and assessed to ensure they all make good progress. Any strengths and areas for concern are swiftly identified and addressed.
- The leadership and management are strong. Leaders promote high expectations and support staff well in their drive for improvement.

It is not yet outstanding because

- The partnerships with other early years providers are not yet fully established to maximise children's continuity of learning.
- Younger children have less access to a rich and fulfilling outdoor learning environment than older children.

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 staff and children during their activities.
The inspector met with managers to discuss management processes, including staff recruitment and induction, monitoring of the educational programme and self-evaluation.
- A range of documentation was examined, including suitability checks for staff, some policies and procedures, information given to parents and the children's records.
- A joint observation was carried out with the manager.
- The inspector spoke to a number of parents on the day, and looked at their written comments and testimonials.

Inspector

Veronica Sharpe

Full report

Information about the setting

Fen Drayton Montessori Nursery is owned by Sunhill Daycare (Europe) Ltd and was registered in 2011. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted school house in the village of Fen Drayton, Cambridgeshire. The nursery serves the local area. Children are accommodated on two floors and there are two enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen the emerging partnerships with other early years providers to enhance the consistency of the learning experiences for the children who attend other settings
- enhance the smaller outdoor area so it offers babies and younger children greater opportunities to experience the natural world, explore their senses and be physically active on a daily basis.

Inspection judgements

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

Staff support children to make good progress because they have a thorough understanding of how children learn through play. Their teaching skills are good and sometimes outstanding. Varied and purposeful activities ensure that children are well-prepared for school. Staff routinely observe children's play and make frequent assessments of their achievements. Each child has their learning closely monitored to ensure they develop according to their individual expectations. All parents are provided with a written summary of their children's progress when they are aged between two and three years. This, and other tracking documents, give a clear indication if children's development is exceeding, or falling short of, expectations. This enables staff to plan further targeted activities that challenge children and stimulate their interest. Ample information is collected from parents about their children's achievements at home. This information is used well to enhance children's learning. For example, they discuss their

houses and families, comparing their differences. Parents are very well informed about their children's activities, such as favourite songs and stories. This enables them to effectively support children's learning at home.

All children have good opportunities to explore their senses. Staff introduce children to a broad range of materials, such as sand, flour and water, dough and fake snow. Babies delight in sitting in the sand, and watch with interest what happens when an adult adds water. Two-year-olds play imaginatively, pretending the fake snow is jelly, mixing it vigorously with a spoon. Staff display pictures of real snow as a talking point, encouraging older children to ask questions about igloos and snowmen. Staff skilfully combine Montessori routines with the principles of the Early Years Foundation Stage. For example, three-year-old children develop their physical control as they spoon dry products, such as peas and lentils, into small containers. Children develop their communication and language skills well through everyday conversations with staff and each other. Staff are good role models, they talk to the children as they play, and ask them questions about their activities. As a result, children's developing vocabulary is supported well.

Each area of the nursery has numerous books. Staff encourage children to access them frequently and offer spontaneous story times. Older children enjoy planned story sessions, where they share books with others. Staff read well to engage children's interest and encourage them to anticipate what happens next. Staff work closely with parents of children who speak English as an additional language. They identify children's development in their home language and learn key words and phrases to support their involvement in nursery life. Posters, labels and name cards provide all children with a language rich environment that promotes their literacy skills. Plentiful writing equipment encourages children to draw, scribble and attempt writing their names. Staff promote children's development in mathematics, for example, as they help them to match the size and colour of interlocking bricks.

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

Children develop strong attachments to staff due to effective settling-in procedures. A key person is allocated early on and they gather detailed information from parents during the settling-in visits. As a result, children's needs are known and met well from the outset. Babies follow their own routines for rest and play, which helps to ensure they feel secure and settled. Parents are consulted when their children move rooms and is a flexible process, based on children's confidence and stage of development. Children spend part of their day interacting with children of differing ages, for example, babies visit toddlers. This offers them good opportunities to develop their social skills and form relationships with others, ready for the next stage in their learning, including school.

Staff create a positive environment by encouraging children to play together cooperatively and help each other. Babies are encouraged to share a sand tray. Older children help each other to tidy away their toys, ready for meal times. Staff support children to solve their own minor disputes, for example, by having timers to help them share the use of the computer. Consequently, children learn to behave well. Well-organised, accessible resources enable children to become independent, active learners who are well prepared

for school. Older children benefit from extensive access to the larger garden, where they enjoy fresh air and exercise and use large play equipment. A growing area and mud kitchen enable them to explore nature and natural materials. Younger children have daily opportunities to use their garden, but this is less well-equipped to provide a complete learning environment.

All children receive good support to develop practical skills, such as putting away their toys or helping themselves to drinking water. Older children develop their sense of responsibility as they participate in food preparation and service. Meals are freshly prepared and cooked on site each day. The nursery cook takes an active part in nursery life, and works closely with parents to meet special dietary needs. Children learn about healthy eating through regular cooking activities and growing vegetables in the garden. Explanations from staff help children develop good practice in handling tools, such as scissors or eating utensils, safely. This helps children to gain a good understanding of safe practices and prepare them for school.

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

Staff and managers attend safeguarding training regularly and review their knowledge at team meetings. As a result, they have a good understanding of child protection issues and the reporting procedures that help to keep children safe. Children play safely because staff carry out rigorous daily checks of the premises and ensure equipment is safe and in good condition. Children learn to appraise risks themselves, for example, they help to conduct safety checks of the garden. Comprehensive recruitment procedures help to ensure staff are suitable to be in contact with the children. The manager implements an extensive induction process that ensure all new staff have a thorough understanding of their roles. Disclosure and Barring Service numbers are recorded and available to demonstrate that all staff checks are up to date. All staff hold first-aid qualifications so they can deal with any minor accidents appropriately. Strict policies relating to the use of mobile phones, cameras and social networking sites further enhance children's safety and well-being.

The manager and staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage and enable all children to make good progress. They have implemented robust monitoring of the educational programme to ensure all of the areas of learning are covered effectively. Staff carry out regular assessments to swiftly identify and address children's strengths and areas of delay. For example, more able children spend time with older children to benefit from more challenging learning opportunities. Staff benefit from regular supervision meetings, team meetings and peer reviews, which are used effectively to plan for targeted professional development. As a result, staff maintain and improve their already strong understanding of effective teaching practice. Staff, children and parents are all involved in the evaluation of the provision. Clear action plans have enabled the nursery to make good progress since the last inspection.

The excellent partnerships with parents contributes effectively to children's well-being. Parents are very supportive of the nursery and indicate they are pleased with the quality

of the provision. They say that staff are warm and welcoming and create a homely environment, where their children are well cared for. Staff have developed highly efficient ways to share information with parents. For example, they have communication books, handover sheets and a daily noticeboard. In addition, the nursery offers regular open events so parents can visit the nursery, socialise and discuss their children's progress in detail. The nursery has good relationships with local schools, which helps to support children's move into Reception classes when the time comes. Until recently, the nursery has not had to share information with other early years providers to support consistency of care and learning. Therefore, these systems are still emerging. The nursery has no children on roll with special educational needs and/or disabilities. However, past experience means they have well-developed links with other professionals to support children, such as speech and language specialists.

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	EY426331
Local authority	Cambridgeshire
Inspection number	870257
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	46
Name of provider	Sunhill Daycare (Europe) Limited
Date of previous inspection	15/11/2011
Telephone number	01954230030

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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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