

# Chives Montessori School

Akenham Studios, Akenham, Ipswich, Suffolk, IP6 0HL

<b>Inspection date</b>	15/01/2015
Previous inspection date	08/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage and how children learn. Teaching strategies are effective and staff provide children with quality, well-planned, purposeful activities that support children's individual needs. This means children make good progress.
- Children are protected from harm as all staff demonstrate a secure knowledge and understanding of their responsibilities with regard to safeguarding children, to ensure children's safety is robustly maintained.
- Children form close relationships with their key persons, who are extremely attentive to their needs and work in partnership with parents. This means children make positive emotional attachments, and are happy and confident in the nursery.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with staff.

### It is not yet outstanding because

- There are few multicultural resources that children can spontaneously access that reflect a range of cultures and backgrounds to promote children's understanding of the world further.
- Babies and toddlers have fewer opportunities to spontaneously express their creativity, and routinely experience sensory play. Dressing up costumes and role play props are not readily available and organised messy activities are not as well planned for.

## 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 all three playrooms and the outside learning environment.
- The inspector conducted a joint observation of children's activities with the manager.
- The inspector held a meeting with the manager, and spoke to children and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation and some written policy documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the providers self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lynn A Hartigan

## Full report

### Information about the setting

Chives Montessori School was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Akenham in Suffolk, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from three main classrooms and there is an enclosed garden available for outdoor play. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. One member of staff has Early Years Professional status. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 43 children on roll, all of whom are in the early years age range. The nursery provides funded early education for three-year-old children, and supports a number of children with special educational needs and/or disabilities, and some who speak English as an additional language. The nursery uses the Montessori approach to education for all school aged children.

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

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

- extend ways of supporting children's growing understanding of the world and fully reflect an inclusive ethos; for example, by providing a wider range of multicultural resources that reflect different families, the community and wider world
- focus more precisely on routinely planning activities to support babies and younger children in their creativity, for example, by providing further props to support their role play.

## Inspection judgements

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

Children are provided with a balance of adult-led and child-initiated learning opportunities and the quality of staff teaching is generally good. Children access good quality resources easily and show they are keen to explore and discover for themselves. Activities in all playrooms are stimulating and offer challenges. This is because all staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage, and use their knowledge effectively to support children's continuous progress. Some opportunities for sensory play is enjoyed by the toddlers and babies. For example, they concentrate for some time using play-dough. Activities are presented on low tables, so that all children can use them comfortably. However, these activities and opportunities for spontaneous creativity, such as, painting, water play and using a variety of malleable materials are not routinely planned for. In addition, these children cannot

access role play props without asking; therefore, play is not always fully maximised and spontaneous.

Staff have high expectations for the children in their care based on the accurate assessments of children's skills when they first attend. All staff members are very caring and intuitive of the children in their key groups. Children are spoken to at their level, staff are softly spoken and give children lots of eye contact. Language and literacy development is good and children confidently engage staff in their conversation. This includes support for children learning English as an additional language, as their home language is embraced within the nursery. For example, staff ensure they have key words in place in the child's home language. Parents are positively encouraged to be involved in their children's development. They are encouraged to share their child's progress at home, by contributing to the children's progress records. Observations and assessments, which include the required progress check for children between the age of two and three years, are recorded. Staff have established, and continue to develop, links with other agencies and professionals to ensure a shared approach to care for children who attend more than one setting. This shared approach, along with observations, means that children receive timely interventions and consistent support. This also means that children with special educational needs and/or disabilities receive good support to ensure they meet their full potential. However, all children have fewer opportunities to access resources that offer opportunities for them to understand, discuss and celebrate the similarities and differences between them in a diverse society.

Children progress well and are effectively developing the skills they need for their future learning and eventual move to school. They make good attempts at writing their names on their work. They cooperate together when sharing resources. Children listen to and follow instructions as they participate in acting out favourite stories. They enjoy making dough and work cooperatively in groups, taking turns measuring and mixing the ingredients. They show great pride in the finished product. Children's art work is celebrated and displayed around the nursery. Staff offer lots of praise for their efforts. Children's mathematical development is supported as mathematical resources are readily available indoors. For example, children use counting in everyday play. They use construction well and puzzles.

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

Children are confident and happy. They settle quickly and are keen and eager learners, as a result of a successful settling-in process. Toddlers are welcomed into a bright, clean playroom. Staff have identified and are keen to discuss areas identified to improve the baby room further. For example, easier access to resources for the very young child, pictures and posters to be displayed at their height and the creation of more cosy spaces are all identified on the room action plans to ensure there is a real sense of belonging. Children enjoy cuddles with their key-person as they have made close attachments. Information is provided for parents with regard to their child's key-person, and action plans are in place to further develop information provided and display the key groups for parents. The nursery recognises that parents are the child's first educators, and good information is exchanged between parents and the child's key-person to ensure children's

individual needs, such as, the child's routines, likes and dislikes are fully supported. This also promotes continuity and consistency in care. Children are effectively supported emotionally when it is time to move on to another playroom or school. For example, babies and young children visit their new playroom daily for lunch so they are already familiar with the surroundings. Young children become confident with the new playroom and routines as they spend time visiting with their key person. Since the last inspection the manager now provides opportunities for a parent and toddler group to meet weekly at the nursery, and this positively supports children's confidence when they move on to nursery. The manager, when applicable discusses, with parent's consent, children's progress with other early years practitioners that share care in order to promote continuity in the child's learning. Activities are planned and focused to ensure children are emotionally prepared for their next stage of learning.

Following the last inspection the manager has ensured that the minimum indoor space requirements have been adhered to. Therefore, children can play and sleep comfortably. Children are welcomed into a bright and clean learning environment. Children's behaviour is very good because staff have high expectations for them and children understand the clear boundaries that are reinforced by the staff. Children receive plenty of praise and cuddles, and staff have a consistent approach to managing behaviour and are good role models. Through everyday routines and play children are learning ways to keep themselves safe and healthy. For example, children are encouraged to exercise and play in the fresh air throughout the year at allocated times during the day. Wellington boots are provided to ensure children are appropriately dressed when outdoors. The outdoor environment offers activities to support children's physical development. They have fun riding tricycles and using the see-saw.

Children learn to keep themselves safe and are encouraged to contribute and take responsibility of their environment. For example, children in the pre-school room are reminded of the safe use of scissors and children are fully supported to develop their independence skills. Even young children confidently take care of their personal needs. This is because they access the toilet independently and know to wash their hands before eating but are also gently reminded by staff. A group project to discuss germs reinforces the children's understanding of the importance of washing. A good nappy-changing procedure ensures babies are protected from cross-infection. They are able to sleep restfully in cots and have their own bedding and comforters. Children select fruits of their choice when they want to eat snack and are able to pour drinks and prepare snacks for themselves. Meals are freshly prepared by the cook. Consideration is given to ensure children's dietary needs and allergies are met.

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

The owner and team of staff are all fully aware of the requirements of the Early Years Foundation Stage. Since the last inspection and three subsequent monitoring visits by Ofsted, the owner has managed the nursery and this has had a very positive outcome for children attending. The manager ensures good communication systems are in place with all members of staff. This ensures they are fully aware of and promote the detailed

policies and procedures to ensure children's safety, health and well-being. As a result of strong leadership following the last inspection children now play in safe and secure environments. Risk assessments are thorough and evaluated to ensure they are effective. For example, staff are no longer permitted to consume hot drinks while caring for children. Broken equipment and resources have been removed and the nursery has been painted with new carpets to provide children with clean, bright and welcoming playrooms. Children are cared for by staff who are qualified, undergo a robust recruitment procedure, effective induction and complete appropriate suitability checks. As a result, staff are clear of their roles and following the last inspection are deployed effectively, ensuring children are supervised at all times and offering a good level of support. All staff fully understand their responsibility to protect children from harm and give safeguarding high priority. They are fully supported by the manager and the designated member of staff for child protection. Training has been completed since the last inspection to ensure they know how to respond effectively to any incidents or concerns regarding a child's welfare.

The manager has welcomed support from the local authority since the last inspection and demonstrates a capacity to improve. Detailed action plans in place highlight areas to improve the quality of the provision further. Following the last inspection, the manager has implemented effective monitoring of staff performance and regular staff and supervision meetings. This provides opportunities to discuss possible training needs, which is positively supported to enhance teaching practice. For example, four members of staff are currently training to achieve a Montessori qualification. Staff morale is improved as a result and they feel valued as a team and welcome the opportunity to discuss their own professional development. In response to actions raised at the last inspection the manager now routinely monitors all aspects of nursery practice. This includes the educational programme and the quality of observations and the assessments made to ensure they are accurate. The manager has introduced an electronic on-line programme that is used to record observations. Parents are able to access this easily at any time to add their comments about their child's progress. This means that any gaps in learning are quickly identified. Since the last inspection a new member of staff has been recruited who has completed appropriate training with regard to supporting children with special educational needs and/or disabilities. Therefore, appropriate support is now put in place to ensure individual groups of children including those with special educational needs and/or disabilities and those who speak English as an additional language are accurately tracked and fully supported.

Partnerships with parents are positive and well established. Parents are warmly welcomed into the nursery and enjoy informal chats with their child's key person. Regular newsletters, notices and open evenings ensure parents are kept updated with changes taking place. Parents speak positively of all aspects of the nursery commenting that their children are very settled, happy and make good progress. Comments include how the staff are friendly, supportive and approachable. Parents also comment on the significant and positive changes that have been made since the last inspection. Partnerships with external agencies have improved and continue to develop. These contribute to meeting the children's needs. For example, the manager and her staff visit other early years settings to observe good practice. Relevant and useful information is shared informally with teachers from local school that children will attend and they are invited to meet the children at

nursery in their familiar surroundings. This means teachers are prepared, ready to support the children as they move to full-time education.

### **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>	EY290559
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	985132
<b>Type of provision</b>	Full-time provision
<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>	43
<b>Name of provider</b>	Carolyn Olive Juliet McNeill
<b>Date of previous inspection</b>	08/07/2014
<b>Telephone number</b>	01473 212448

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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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