

Kinderworld Montessori Nursery & Education Centre

Inspection report for early years provision

Unique Reference Number	310432
Inspection date	21 September 2007
Inspector	Michele Anne Villiers
Setting Address	169 Bispham Road, Southport, Merseyside, PR9 7BL
Telephone number	01704 214272
E-mail	gen@kinderworld
Registered person	Kinderworld
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kinderworld Montessori Nursery and Education Centre is privately run and has been registered since 1996. It operates from several rooms over two floors in a converted school in Southport, Merseyside. A maximum of 173 children may attend the provision at any one time. The setting is open each weekday from 07.00 to 19.00 and caters for children attending the nursery, pre-school sessional care and out of school club. All children share access to a fully enclosed outdoor play area.

There are currently 149 children on the nursery roll and 89 children on the out of school club register. Of these 74 children receive funding for early education. The provision supports children with learning difficulties or disabilities and also supports children who speak English as an additional language.

The organisation employs 26 members of staff who work directly with the children. All staff hold appropriate early years qualifications. The setting holds an 'Investors in Children', Early Years Quality Assurance Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff follow effective procedures to help protect children from illness and infection. They act promptly when dealing with sick children, and implement good hygiene practices. Several staff hold first aid certificates and many have completed food hygiene training. Children learn about personal hygiene through routines, such as hand washing after using the toilet and before and after meals. Planned activities and visits from the dental hygienist also supports their learning. Babies and young children form close attachments to staff through the effective key worker system, fostering their emotional well-being.

Children benefit from well balanced, nutritious home made meals, prepared by the cook. Fresh fruit and organic vegetables are offered each day, and children help themselves to drinks of water. The children's dietary requirements are met and written menu plans are displayed to inform parents. Meal times are social occasions where children and staff sit together. Children are encouraged to develop good self-help skills, using appropriate cutlery and pouring their own drinks. In the out of school club children help themselves to whole fruits, such as banana, apple or orange, and have a choice of a hot snack or sandwich.

Physical activity is very much encouraged. Children enjoy a wide range of exciting and challenging play opportunities helping them to develop extremely well in body control, coordination, balance and stamina. The outdoor play area is creatively organised into different areas for the age and ability of children attending. Older children access a variety of large climbing apparatus and balancing beams. An outside sensory area is organised for babies and toddlers, and young children play on slides, climbing frames and with wheeled toys. Indoors children play in 'The Barn', a huge soft play room with bouncy castle, ball pool, and excellent range of soft shapes and large climbing equipment. Swimming lessons with a profession instructor are also arranged each week for older children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a safe and secure environment and have many opportunities to make discovery within safe limits. The nursery has secure access and staff closely monitor all visitors, helping to protect children from unknown persons entering the premises. Children freely access suitable toys and resources, with designated areas for rest and relaxation. Staff conduct regular risk assessment in order to help minimise any hazards.

Children learn about keeping themselves safe throughout the daily routine. Staff gently remind them to be careful during play, and children practise the fire evacuation procedure. Planned activities further reinforce their understanding. For example, information books are devised for children on 'People who help us', with photographs of local services, such as the police and fire fighters when they visit the nursery to talk to children. On outings children become aware of road safety. Parental involvement is also encouraged. Parents are invited to talk about their work, such as being a nurse and how they help people.

The children's welfare is further safeguarded as staff have an appropriate understanding of child protection. There is a designated coordinator who has completed training sessions. Babies and young children are closely supervised during play, and safely strapped into low chairs at

meal times. However, there is not a thermometer displayed in areas where babies sleep, or where immobile babies are cared for, in order to ensure correct room temperatures are maintained. Staff closely observe and monitor sleeping babies, but they are not fully knowledgeable about Sudden Infant Death Syndrome (SIDS) and procedures to take in order to help minimise any risks.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children are cared for in a warm and calm atmosphere. Good attention is given to their needs and staff support them well. Babies enjoy music and listening to songs. Staff encourage babies to reach for toys by crawling or walking, helping to foster their independence. The 'Birth to three matters' framework is effectively used and staff use observation to monitor the children's development and progress. Initial profiles on babies are completed by parents in order for staff to ascertain their levels of attainment. Young children happily explore their environment, playing with a variety of sensory toys and heuristic play materials, such as dried pasta, different textured materials, sand and water.

Staff use eye contact, facial expressions and voice intonation to gain babies attention and help develop their communication skills. Babies respond with smiles and chuckles. Young children enjoy various art and craft activities and their imagination is fostered well. During play staff talk to children about shape and colour. Young children enjoy books and listening to stories in small groups or on a one-to-one basis. They start to become aware of number and number recognition through planned activities, such as painting the number of socks on the washing line.

Children who attend the out of school club quickly settle to a variety of activities, appropriate for their age and ability. Emphasis is placed on child initiated play with adult support. Children have fun on the computer and at the play station. They access a good range of books and construction materials. Children become engrossed in the role play area and construction. They particularly enjoy art and craft activities and display their work on the walls and in the 'Art Gallery'. Free flow play into the outside area is encouraged for more energetic play, such as football, climbing and organised games.

Nursery Education.

The quality of teaching and learning is good. Children are making effective progress towards the early learning goals. Staff are enthusiastic and use planning to provide interesting and challenging activities. Staff have a good understanding of the Foundation Stage and use the children's progress reports to inform future plans. They provide a good balance between adult led and child initiated play, and focused activities are evaluated. Staff provide good support and interact well with the children, using their initiative to intervene only when required. Staff demonstrate a very caring and considerate attitude towards children and are sensitive to their needs. For example, when an older child does not want to be a helper, staff show concern about the child's feelings, quietly asking them if they are unhappy, sad or upset.

Children settle quickly and enjoy their play. They demonstrate good levels of independence, helping themselves to toys, pouring their own drinks at snack time, and dressing for outdoor play. Children concentrate well during play and in group situations. They initiate interaction and conversation with adults and freely talk about their home life. Children show a keen interest in books and they are supported by staff who respond to children's requests by reading

impromptu stories. Story sacks with props are also used to foster the children's imagination. For example they set out a blanket and rag doll for 'The Tiger who came to Tea'. Older children play simple 'I spy with my little eye' games in order to make connections between letters and words. They use written name cards to self-register on arrival and have their own named place mats at meal times.

Children competently count objects from one to ten and begin to recognise written numerals. They examine shape, size and position, sorting and sequencing red and yellow blocks. They have many opportunities to observe and discuss living things. The outdoor play space is used for 'bug hunts' and children help to care for pet rabbits. They learn about their environment through local visits and outings to places of interest, such as farmer Ted's farm. Children talk about their families and make gift cards for 'Grandparents' day.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging and confidently contribute to the life of the nursery. They are warmly greeted by staff and establish a sense of security. Children learn about their culture and the culture of others. They celebrate different festivals, such as Christmas, Easter, Diwali, and Chinese New Year. Each week they learn some basic French with a tutor. There are some displays, toys and resources that help children develop an awareness of diversity, plus focused activities such as 'Communities around the world'. However, resources are limited in the pre-school room with few displays of positive images to form an integral part of the environment.

Staff respect children as individuals and support those with learning difficulties or disabilities. Children become aware of helping others through charity events, such as 'The Big toddle' and the summer fair to raise money for sick children. Staff use good strategies to manage the children's behaviour. Staff are calm and consistent in their approach and praise children's achievements. Children are cooperative and learn to be responsible. Older children are 'special helpers', setting tables at meal times and pouring drinks. The children's spiritual, moral, social and cultural development is fostered well.

Children benefit from the good relationship staff form with parents. Information is shared through discussion, written documentation and displayed photographs of the children. Regular parent evenings and 'Friends of Kinderworld' provide valuable opportunities for parents to meet and contribute their thoughts and ideas. Parents speak positively about the provision and care provided, and many 'Thank you' cards evidence their satisfaction.

The partnership with parents and carers of educationally funded children is good. Parents receive written information about the Foundation Stage and areas of learning, and they may access their children's progress and development records at any time. Parents of older children who attend the pre-school room may, during induction, informally discuss with the staff their child's level of development. However, there is not a formal system for parents to contribute to their child's initial profiles.

Organisation

The organisation is good.

Good procedures are in place for the recruitment and vetting of staff, helping to safeguard children. Staff use their knowledge and experience to provide interesting activities. They have

a clear understanding of their role and responsibilities. Relevant induction procedures and opportunities to receive further training help staff develop their skills in order to meet children's individual needs.

The quality of the leadership and management of the nursery education is good. Effective monitoring systems are in place. The manager is committed to improving the care and education for all children. She uses observation and regular staff meetings to evaluate the educational programme.

All regulatory documents are up to date and reviewed on a regular basis, to ensure the continuity of care for children. There are well written policies and procedures for staff to follow and these underpin the successful management of the setting. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection it was recommended: that the nursery revise the grouping of children aged under two years; take actions to minimise identified risks, and revise actions to be taken in the event of an emergency evacuation. The children aged under two years are now divided into two groups, in accordance with legislation. Risk assessments are now conducted to identify any risks and keep children safe. The nursery have purchased an evacuation cot in order to help keep babies safe in an emergency.

At the last nursery education inspection it was recommended that the provision: cross-check planning to ensure that each area of learning is balanced; develop short term planning; observe individual children during play to gauge the right moment to be actively involved and provide a greater range of activities for children to practise their early writing skills and develop their mathematical knowledge. Extensive planning is now in place to ensure there are appropriate activities for individual children. Staff use observation well and skilfully judge when to interact and support children during play to promote their learning. Children practise their writing skills during adult directed and child led activities. For example they mark-make during role play and practise forming the letters of their name and recognise letters during planned activities. They independently count and recognise numerals through displays, focused activities and free play.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide a system for staff to regularly monitor the temperature of rooms where babies and young children sleep, and non mobile babies are cared for
- obtain advice on Sudden Infant Death Syndrome (SIDS) in order to ensure that staff are knowledgeable regarding bed linen, mattresses, sleeping positions, frequency of checking children, room temperature and children's clothing.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to increase materials and displayed images in the pre-school rooms to fully represent diversity
- further establish effective informal and formal methods of obtaining information about the children's level of attainment from parents when children first start the pre-school.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk