

Montessori Nursery

Inspection report for early years provision

Unique reference number	EY259880
Inspection date	03/03/2009
Inspector	Lynne Stephanie Bowden
Setting address	Montessori Nursery, Longstone Hill, Carbis Bay, St. Ives, Cornwall, TR26 2LJ
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Montessori Nursery, is privately owned by Mrs Alison Fujiwara. It operates from the old Lloyds bank building in Carbis Bay. All children have access to a secure and enclosed play area. The premises are fully accessible. Some children attend who have English as an additional language and the setting supports children with learning difficulties or disabilities.

The nursery is registered to provide 28 places for children aged two to eight years old. The setting is in receipt of funding for the provision of free early education to children three and four years old. Children can attend for a variety of sessions. The group opens five days a week all year round.

There are currently 66 children attending who are within the early years age range, and 10 of these also attend other settings. The provision is registered on the compulsory part of Childcare Register. Children who attend come from a wide area.

Five staff plus the owner work with the children. All have early years qualifications. The nursery follows Montessori principles and provides funded early education for three and four-year-olds. The setting receives support from family services.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children learn to become self-sufficient and develop confidence in this setting, where committed staff promote children's learning and some aspects of their welfare. Parents are informed about the provision and their children's progress. Staff work in partnership with parents and other agencies to meet most of the children's needs. However, there are no current arrangements to share information with other providers. Monitoring and self-evaluation systems are not sufficiently robust to maintain effective practice, leading to some procedures not being followed which affect safety and health.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems to monitor and evaluate the quality and effectiveness of the provision in meeting welfare requirements and maintaining continuous improvement. Especially in relation to safeguarding children and promoting healthy nutrition and fire safety.
- continue to develop systems to share information with parents and other settings attended by the children, to ensure continuity and coherence of care and encourage contributions from all adults interacting with children to the assessment process.

The leadership and management of the early years provision

The setting has a full set of policies and procedures. Because the systems to monitor the quality of provision and daily practice are not sufficiently robust, some policies and procedures are not effectively implemented. This leads to some weaknesses in meeting the welfare requirements. For example, fire drills have been infrequent and there is not a system to monitor children's use of the self-service snack system, and consequently their food and fluid intake. The provision has only partially addressed some areas of weakness identified at previous inspections, whilst previous good practice such as the use of sign language has not been maintained.

Effective recruitment and vetting procedures ensure that children are cared for by suitable and qualified staff. However, responsibility for management and some roles, such as lead practitioner to take responsibility for safeguarding children, have not been delegated to cover times when the registered person is absent.

The staff work in partnership with other agencies such as speech therapists to meet children's needs. They also work closely with parents and carers to learn about children's individual needs and use this information effectively to help children settle in. Staff use their observations and knowledge of individual children to record and track their progress effectively. They encourage children's interests and adapt activities to individual children's developmental levels, so ensuring that they all make good progress in their learning and development. Staff are good role models and encourage children to negotiate and support each other.

Parents receive information about the provision, through written policies and newsletters. They learn about their children's progress through their easy access to their learning journey records and regular staff-parent consultation meetings. However, there is no clear system to encourage parents in identifying next steps for their children. Nor is there a system to share information with the other settings which also deliver the Early Years Foundation Stage.

The quality and standards of the early years provision

Premises are fully accessible, warm and welcoming to children. Children confidently access and use the range of resources, but there are few positive images of people with disabilities to encourage children to accept and respect differences.

Although daily checks are carried out to ensure that the environment is safe, fire evacuations are not practised often enough to ensure that children and staff know what to do. Daily access to the outdoor play area enables children to enjoy the fresh air and develop their confidence and physical strength as they use the slide, rocker, ride on toys and begin to play ball games.

Children make good progress in all areas of learning. They learn how to keep themselves safe as they use scissors and staff remind them how to carry them

safely. Children develop their imaginative play and scenarios both indoors and out. The rocker becomes a boat that they are sailing away in, and indoors the cosy book corner becomes a role play area where they recreate domestic scenes. Children learn to listen to instructions and take turns as they play a matching board game. They work cooperatively helping each other to build small houses from wood, with older children giving advice to younger ones. Children enjoy revisiting and practising previously acquired skills, such as controlling scissors and pouring liquids.

Adults plan and provide a range of activities that hold children's interest and help them to learn both indoors and out. Children develop a secure understanding of number and calculating. As they select number cards up to five, after studying the number, they collect that number of sticks. When comparing the number on the card with the sticks a child realises he has only collected three sticks instead of the required four, his friend informs him and the member of staff that he needs one more.

Children become aware of other languages when a member of staff introduces the French words for some numbers, which they repeat with enthusiasm.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.