

Blue Penguin Montessori

Inspection report for early years provision

Unique reference number EY338982
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Inspector Anne Mitchell

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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 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

The Blue Penguin Montessori School opened in 2006 and is privately owned. It operates from the ground floor of a house in Alum Chine, Bournemouth. There is a secure outdoor area. It is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 21 may attend at any time, all of whom may be in the early years age group. There are currently 16 children on roll, all of whom are in the early years age group. The nursery is open from 08:00 until 17:30, Monday to Friday for 51 weeks of the year. Children attend for full day and part-time sessions. A total of eight members of staff work directly with the children. Of these, seven hold early years qualifications. The setting receives support from Bournemouth Early Years. The nursery offers a curriculum that includes Montessori principles.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress towards the early learning goals and enjoy their time at the setting. Staff know the children well through the 'All about me' documents, and meet their individual needs effectively. The setting demonstrates a good capacity to improve through secure and developing monitoring procedures.

What steps need to be taken to improve provision further?

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

- continue to develop and improve the partnership with parents and carers
- provide children with opportunities to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

The leadership and management of the early years provision

There are secure systems in place to ensure children are effectively safeguarded. Staff have a secure knowledge and understanding of the signs and symptoms of possible abuse, and the correct procedures to follow to ensure children are well protected from harm and neglect. Rigorous recruitment procedures are followed to ensure staff are suitable, and the team are committed to continued training to promote positive outcomes for children. Daily risk assessments are completed to ensure children are safe in the nursery, garden and on outings. All required documentation to support children's health and wellbeing is in place and held confidentially.

The provider has made good progress in addressing all the recommendations from the last inspection. Staff meetings are held monthly and areas for development are discussed and addressed. Termly staff appraisals highlights any training issues.

Parent questionnaires are used to further develop practice.

Partnership with parents and carers is generally good. They receive regular newsletters and are invited to termly parents evenings. Parents comment that the nursery has a very happy atmosphere which is well promoted by a caring staff team. They know their child's key person well and feel staff are friendly and approachable. However, opportunities for parents to find out about children's daily activities are inconsistent.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals. They are happy and confident and are eager to start their day. They relate well to staff and to their peers, and co-operate well with one another. Children enjoy a high level of interaction, to promote their language and vocabulary. One child sits with member of staff looking at, and describing pictures on cards. They talk about the pictures, and member of staff explains about the igloo, prompting further discussion. Toddlers explore the activity centre and a member of staff engages them in good interaction, asking 'Where's your mouth/nose/tummy?'. They laugh and smile as they point to the parts of their body. Staff praise them saying 'Well done! Clever boy!' Staff demonstrate a high level of genuine care and affection, interacting verbally with children as well as using signing, gestures and positive facial expression.

Older children use paint and glitter to make handprint butterflies. They enjoy being independently creative and paint pictures, enjoying seeing the colours mix. Children focus for extended period of time. They use their imaginations well in the garden, using the well resourced play house and hobby horses. A small group of children play make believe together. All have pushchairs and babies and say 'Come on we're going to the doctors. These babies are ill!' The Montessori equipment promotes children's understanding of problem solving, reasoning and numeracy well. Children are able to match and compare size and shape. Many count confidently to 20 and above. However, children have limited opportunities to explore information and communication technology.

Key persons complete children's development record books, which include photographs, providing a clear picture of children's development. Staff have good understanding of the areas of learning and know their children well. The nursery liaises well with other childcare professionals to support children's learning and development needs. Local reception teachers visit to meet the children coming to their schools.

Children's health and safety are effectively supported. Children learn about keeping themselves safe and confidently tell an adult why it is important to wear sun cream and hats in the sunshine. Children know about putting shoes away tidily so they don't trip over them and older children are mindful of younger children in the garden and inside. Children learn about road safety, stranger danger and safety on the beach through reinforcement on regular outings. Staff and children follow good hygiene routines. Children wash their hands after using the toilet and before

meals, and understand why this is important. Snacks are generally healthy and the nursery hold the 'Healthy Early Years' award. Children enjoy regular opportunities to enjoy fresh air and exercise in the garden and on local outings.

Children's behaviour is good because staff use positive strategies to manage children's behaviour, and are consistent in their approach. Children and staff have good relationships with each other and a culture of respect is followed. For example, a three-year-old child approaches another involved in a construction activity and says gently 'Do you need any help? Can I help you?'. Children tidy up after them and member of staff thanks them for being helpful. Staff use clear explanations about inside rules, asking 'Where do we do our bouncing and running?' The children reply 'Outside!' The member of staff praises them saying 'Well done, we don't want you to hurt yourselves'.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide parents with copies of the written statements of safeguarding procedures and complaints procedures.

07/09/2009