

# Hayle Montessori Nursery

Inspection report for early years provision

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**Unique reference number** 102984  
**Inspection date** 12/03/2010  
**Inspector** Nicola Jayne Pascoe

**Setting address** Methodist Church, Chapel Hill, Hayle, Cornwall, TR27 4JU

**Telephone number** 07880 643269

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Hayle Montessori Nursery is well-established and one of two in private ownership. It opened in 1998 and operates from two rooms in the Methodist Church, close to the centre of the town in Hayle, Cornwall. The premises are fully accessible and the setting are in the process of providing wheelchair access to the recently developed outdoor play area. A maximum of 20 children may attend at any one time. The nursery operates from Monday to Friday during term time only. On Monday, Tuesday and Friday sessions are from 9.00am until 12.00pm. On Wednesday and Thursday sessions are between 9.00am and 3.00pm.

There are currently 24 children on roll who are in the early years age group, some are in part-time places. The nursery currently supports children with English as an additional language.

The nursery is registered on the Early Years Register. There are five members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. There are three members of staff who are qualified to a level 3, two of these are also qualified Montessori teachers. There are two members of staff who are currently attending further training. The setting receives support from the local authority and follows the Montessori Method.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are confident in their roles and responsibilities. They demonstrate a good knowledge and understanding of the Early Years Foundation stage and as a result, they are successful in meeting children's individual needs. The nursery has established very positive partnerships with parents and other agencies. Useful levels of information are shared regularly and through appropriate and effective methods. Good procedures are in place for monitoring and evaluating nursery practice and staff demonstrate a high level of commitment to maintaining continuous improvement.

## What steps need to be taken to improve provision further?

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

- enable children to freely access a sufficient range of resources which promote a positive awareness and understanding of people's differences
- develop consistency in the way that staff record information and update the nursery documentation.

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

The nursery has implemented effective systems to safeguard the children attending. Thorough vetting and recruitment procedures ensure that suitable adults are working directly with the children. Staff demonstrate a sound understanding of the Local Safeguarding Children Board procedures. They have recently completed child protection training. All staff hold valid paediatric first aid certificates. Visitors to the setting are monitored and children are supervised appropriately at all times. The premises are kept secure during times of operation. The newly developed outdoor play area is fully enclosed and adjacent to the nursery building. Therefore, children are able to access it safely and regularly under adult supervision. Effective written risk assessments are used to maintain safety of the premises, outdoor area, toys and equipment. These are reviewed and updated regularly. Staff also carry out daily visual checks. An enabling environment is provided in which children can freely access favourite toys, take responsibility for their own self-care and initiate purposeful activity. Staff have developed and implemented effective systems for the assessment of children's progress in their learning and development. Individual 'Learning Journals' are used to gather evidence of children's achievements. These are shared regularly with parents. Staff successfully identify specific 'next steps' for children's learning, which are linked directly to future planning. As a result of the effective systems for assessment and planning, children receive appropriate opportunities for challenge and are making good levels of progress in their learning and development.

Since the last inspection the nursery have successfully addressed the areas identified for improvement. The setting follow well established procedures to regularly appraise staff and complete comprehensive systems for self-evaluation. As a result, they demonstrate a very good ability to drive further improvement in appropriate areas of the nursery practice. However, there are some minor inconsistencies in the methods of recording information. Staff provide an inclusive environment in which every child matters. They successfully identify and celebrate children's unique qualities. Staff respect and value children's differences and successfully promote equality, as they enable all children to freely access the range of enjoyable activities available. However, although the setting keep a good range of visual aids which depict images of people from around world, these are not readily accessible to children and do not show images of the range of people in the local community. Staff work closely with parents to identify children's specific preferences, abilities and needs. They use this information well to encourage children to be active agents in their own learning. For example, they are currently exploring the solar system. Parents are encouraged to be actively involved in their child's learning and they bring interesting resources from home to support current topics. Positive links have been established with other providers of the Early Years Foundation Stage, in order to maintain continuity of care and cohesive learning experiences for those children attending more than one setting.

## **The quality and standards of the early years provision and outcomes for children**

There is evidence that children are making good levels of progress during their time at the nursery. Children demonstrate high levels of concentration and are curious, inquisitive and keen to learn. Staff know children very well and therefore plan to provide sufficiently challenging opportunities for their learning and development. Children enter the setting confidently and enthusiastically. They gather together with a member of staff to greet each other and engage in lively discussion. Children are encouraged to suggest ideas for future planning. They sit and listen very attentively, even the youngest are able to concentrate for considerable periods of time. Children are engaged in worthwhile and purposeful play and are capable of taking responsibility for themselves, for others and for their environment. They have established very strong and trusting relationships with adults and other children. Children are developing a good awareness of maintaining their own safety, as adults explain how to carry tools and equipment carefully to avoid accidents.

Children express themselves freely and fluently. They are developing good language skills and chatter happily as they busy themselves in self-chosen play. Children ask pertinent questions and are keen to share their knowledge with others. For example, they enthusiastically explain how long the Earth takes to move around the Sun. Adults promote good language skills through their encouragement of children's discussion. They listen very attentively to children and respond enthusiastically to their ideas. As a result, children understand that language is a very effective form of communication and are keen to develop their skills further. Children enjoy use of paints and fine brushes to decorate Mother's Day cards. They express themselves freely through their art work. Children are developing their fine motor skills through an excellent range of enjoyable and challenging activities, such as using pipettes to place small amounts of coloured water into tiny receptacles. They move small items with tweezers and are skilful in their use of tools to manipulate and shape the play dough. Children share favourite books with their friends and enjoy whole group story time. They are developing an awareness and understanding of the benefits of recycling as they save used packaging for junk modelling.

Children confidently problem solve as they build and construct using large wooden shapes. They work out for themselves how best to hang their recently painted cards and pictures on to the dryer using pegs or by just balancing it over the rail. Children identify which is the 'longest' and 'shortest' length of wood and talk about the different shapes they observe with adults, who actively encourage and support children to enable them to resolve problems for themselves. A suitable range of programmable toys and computer equipment is freely available to children. They investigate reflective materials to observe their image and compare the results. Children design road maps for the toy cars, they follow local maps with landmarks to help them plan a route with which they are familiar. Children benefit from a recently developed secure, outdoor play area. As a result, children are increasing their awareness of the benefits that fresh air and physical exercise have upon their growth and development. They are able to freely access fresh drinking water, fruit

and plain biscuits as and when they wish and in sufficient quantities for their individual needs. They wash-up their own cup and plate afterwards, showing high levels of responsibility and independence. Adults explain to those children who are coughing and sneezing, why it is important that they cover their mouth and nose to prevent the spread of infection to others.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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